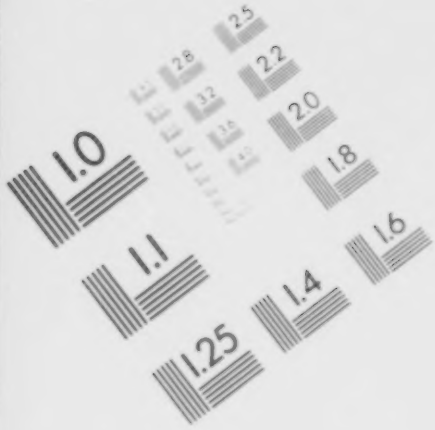

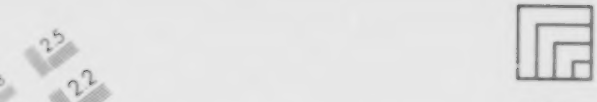

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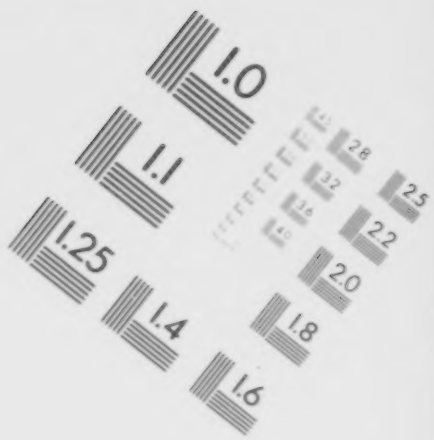

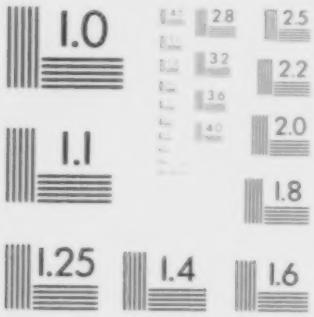

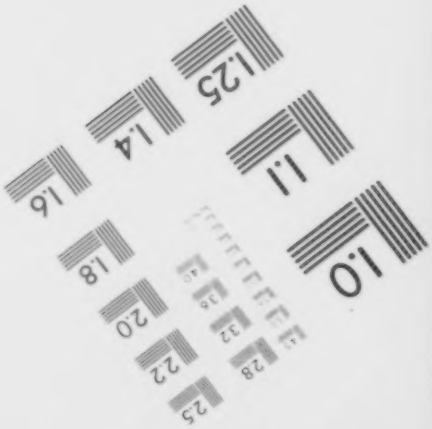

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ABSTRACT

This report discusses the outcomes of a project that addressed the need for comprehensive and sequential instructional materials to teach preservice and inservice teachers strategies for selecting appropriate literacy media for students with visual impairments. In this three-year project, called Project LMA (Learning Media Assessment), instructional materials were developed to provide inservice facilitators and university instructors with tools to teach the processes of learning media assessment. The instructional package includes four videotapes, which provide background information on the various aspects of selecting learning and literacy media; four interactive CDs, which provide guided practice and feedback on specific strategies for selecting learning and literacy media; and supplementary print materials, which include a facilitator's manual and a participant's workbook. These materials were developed in the first year of the project and field tested in 6 sites during the second year. Following revision, the set of instructional materials was disseminated during a series of 8 workshops to 84 professionals in the visual impairment field in 37 states. The report describes the various components of the instructional package and includes the facilitator's manual, evaluation results, and documents from dissemination workshops in the appendices. (CR)

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PROJECT L·M·A

Learning Media Assessment of Students with Visual Impairments

Final Report

Development and Dissemination of a Multimedia Instructional Package for Use in Preservice and Inservice Training to Address Selection of Appropriate Literacy Media for Students with Visual Impairments

Special Projects Grant #H029K50109

United States Department of Education

Office of Special Education Programs

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Texas Tech University

December, 1999

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Alan J. Koenig, Ed.D.

Project Director and Principal Investigator

Texas Tech University

Lubbock, Texas

December, 1999

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Final Report:
Development and Dissemination of a Multimedia Instructional Package for Use in Preservice and Inservice Training to Address Selection of Appropriate Literacy Media for Students with Visual Impairments

Abstract

This project addressed the need for comprehensive and sequential instructional materials to teach preservice and inservice teachers strategies for selecting appropriate literacy media for students with visual impairments. Assessment of literacy skills or literacy media needs has been required by "braille bills" introduced in many states and is now required by a 1997 amendment to the Individuals with Disabilities Education Act. The goal of such legislation is to assure that each student who is blind or visually impaired receives an appropriate learning media assessment (LMA), so appropriate instruction in literacy skills can be provided.

In this three-year project, called PROJECT LMA, instructional materials were developed to provide inservice facilitators and university instructors with tools to teach the processes of learning media assessment. The instructional package includes: (a) four videotapes, which provide background information on the various aspects of selecting learning and literacy media; (b) four interactive CDs, which provide guided practice and feedback on specific strategies for selecting learning and literacy media; and (c) supplementary print materials, which includes an facilitator's manual and a participant's workbook. These materials were developed in the first year of the project and field tested in 6 sites during the second year. Following revision, the set of instructional materials was disseminated in a series of 8 workshops to 84 professionals in visual impairment in 37 states throughout the United States.

Final Report:

Development and Dissemination of a Multimedia Instructional Package for Use in Preservice and Inservice Training to Address Selection of Appropriate Literacy Media for Students with Visual Impairments

Introduction

The attainment of literacy skills for students who are blind or visually impaired is one of the most essential elements in assuring success in school and in employment. Despite this importance, a concerted effort to address the assessment and instructional practices needed to assure literacy achievement did not begin until the late 1980's. Consumer organizations had long been concerned about the decreasing level of braille literacy skills among school-age students with blindness and visual impairment. They took the lead in initiating legislation within the states to require specific assessment processes for selecting appropriate literacy media and/or to require that braille literacy skills be taught to students who met certain criteria.

At the time of the first braille bills, no systematic assessment processes for selecting literacy media for students with visual impairments were in place or widely accepted by professionals in the field. With the advent of the first state "braille bills," development of such assessment processes was initiated. *Learning Media Assessment of Students with Visual Impairments: A Resource Guide for Teachers* (Koenig & Holbrook, 1993) was developed in response to the Texas braille bill; however, these assessment strategies represented best practices that could be applied anywhere. The states of Minnesota, Florida, and South Carolina and the American Printing House for the Blind also developed systematic guidelines and procedures for selecting learning and literacy media during the early to mid-1990s. However, there was still no wide-spread effort to

prepare existing or future teachers of students with visual impairments in use of these procedures.

A recent development gives added importance to the need for efforts to prepare teachers in strategies for assessing literacy skills and literacy media needs of students with visual impairments. In 1997, an amendment to the Individuals with Disabilities Education Act (IDEA) established what has been called a "national braille bill." This federal provision requires that the Individualized Education Plan (IEP) Team consider the following:

> in the case of a child who is blind or visually impaired, providing for instruction in Braille and use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child. [IDEA Section 1414(d)(3)(B)(iii)]

This provision requires three components of literacy assessment for students with visual impairments: (a) an assessment of the student's reading and writing skills and needs, (b) an assessment of appropriate reading and writing media for the student, and (c) an assessment of the student's future need for braille literacy instruction. The second and third components comprise what is now called "learning media assessment" by professionals in the field of educating students with visual impairments. The first component broadens the scope of what typically has been part of learning media assessment, extending beyond a focus on literacy media to include a more holistic assessment of literacy skills.

With the state and federal legislation passed since the late 1980's and with the increased attention on the literacy skills of students with visual impairments, teachers

who provide educational services to these students need to be solidly prepared to assess their learning and literacy needs. However, no instructional materials existed during the early to mid-1990's for inservice facilitators and university faculty members to use for teaching learning media assessment (LMA) processes. To address this need, PROJECT LMA sought to achieve the following two major goals and supporting objectives:

1. To develop a multimedia instructional package for facilitating the development of skills in selecting appropriate literacy media for preservice and inservice teachers of students with visual impairments.
   a. To develop a national version of the *Learning Media Assessment of Students with Visual Impairments: A Resource Guide for Teachers.*
   b. To develop 3 instructional videos that provide an overview of the various aspects of the process of selecting literacy media for students with visual impairments.
   c. To develop an interactive videodisc package that provides guided practice and reinforcement in various aspects of the process of selecting appropriate literacy media for students with visual impairments.
   d. To develop an instructor's manual and other materials to accompany the written guidelines, instructional videos, and interactive videodiscs for use in college courses and inservice workshops.
   e. To field test and revise, as appropriate, all materials developed in the project.
2. To disseminate the products and outcomes of the project to the field-at-large.
   a. To conduct a series of 7 workshops throughout the United States for instructing future trainers in selecting appropriate literacy media and to provide each participant with a set of training materials.
   b. To provide other dissemination of information and materials from the project.

Chart 1 presents an overview of, and interrelationships between, the instructional materials and resources developed in PROJECT LMA over the past three and one-half years. Outcomes of the project related to the individual goals and objectives will be presented in the next section.

Project Outcomes and Results

Development of Instructional Materials

National version of resource guide. Early in PROJECT LMA, a national version of *Learning Media Assessment of Students with Visual Impairments: A Resource Guide for Teachers* (Koenig & Holbrook, 1993) was prepared. This second edition was written in cooperation with the publisher, Texas School for the Blind and Visually Impaired (TSBVI). TSBVI decided to have the national version replace the Texas version, feeling that they should offer only one standard for learning media assessment, rather than one for Texas and one for the nation. The authors agreed with this approach and expeditiously prepared the second edition.

The major changes for the national versions of the resource guide centered on removing references to Texas laws and regulations and other Texas-specific procedures. Text was either rewritten or, where appropriate, was placed in the appendix. For example, the Texas law and subsequent regulations governing selection of learning and literacy media in the State were removed from Chapter 1 and placed in the appendix. Then Chapter 1 was rewritten to focus on best practices in learning media assessment. Chart 2 presents the changes that were made in the original version in order to prepare the second (national) edition of *Learning Media Assessment of Students with Visual Impairments: A Resource Guide for Teachers* (Koenig & Holbrook, 1995).

As part of this project, a braille version of the resource guide was developed. Using textfiles provided by TSBVI, the content research assistant formatted the

Chart 1

Materials and Resources Developed in PROJECT LMA

Resource Guide*	Videotapes and Interactive Programs	Participant Workbook	Facilitator's Manual
Unit 1: Introduction to Learning Media Assessment			
Chapter 1	Video 1: Introduction to Learning Media Assessment	Video notes Video reflections	General guidelines Step-by-step guide for presenting video
Unit 2: Initial Selection of the Literacy Medium			
Chapters 2, 3, and 4	Video 2: Selection of the Initial Literacy Medium	Video notes Video reflections	General guidelines Step-by-step guide for presenting video
	Interactive Program 1: Identifying Sensory Channels	Blank forms for independent and real-time practice	General guidelines Step-by-step guide for interactive programs
	Interactive Program 2: Selecting the Initial Literacy Medium	Case study reflections for Mary, Benita, and Janie	
Unit 3: Continuing Assessment of Literacy Media			
Chapter 5	Video 3: Continuing Assessment of Literacy Media	Video notes Video reflections	General guidelines Step-by-step guide for presenting video
	Interactive Program 3: Exploring Continuing Needs for Literacy Media	Case study reflections for Tricia, Carlos, and Lee	General guidelines Step-by-step guide for interactive programs
Unit 4: LMA for Students with Additional Disabilities			
Chapter 6	Video 4: Learning Media Assessment of Students with Additional Disabilities Interactive Program 4: Conducting Learning Media Assessments for Students with Additional Disabilities	Video notes Video reflections, page 29–30 Case study reflections for Austin, Jamaal, Joseph, and Henry	General guidelines Step-by-step guide for presenting video General guidelines Step-by-step guide for interactive programs

*Koenig, A. J., & Holbrook, M. C. (1995). *Learning media assessment of students with visual impairments: A Resource Guide for Teachers* (second edition). Austin, TX: Texas School for the Blind and Visually Impaired. (Only second-edition revisions and preparation of the braille edition were part of PROJECT LMA.)

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Chart 2

Revisions Made to Create National Version of LMA Resource Guide

Original Document	Major Revisions
Preface	Prepared new "Preface to Second Edition" with explanation and rationale for changes.
What is Learning Media Assessment?	Omitted sections related to Texas. Replaced with general discussion of the value of systematic and ongoing learning media assessment.
Texas Braille Bill and Regulations	Replaced with section on the nature of braille legislation and typical provisions. Included a discussion of how the LMA resource guide can help address common requirements of braille legislation.
When to Assess	Include federal requirements on initial assessments and three-year reevaluations, with application of learning media assessment for all students.
Requirements for Assessment	Omitted. Included Texas law and regulation in Appendix A.
Reference to Texas Administrative Code	Omitted. Included Texas law and regulation in Appendix A.
Reference to Texas Braille Bill	Replaced with general statement of best practices. Included Texas law and regulation in Appendix A.
Diagnostic Teaching	Included illustrations to support the text description of the example of diagnostic teaching.
Reference to Texas Administrative Code	Omitted. Included Texas law and regulation in Appendix A.
Appendix A: Texas House Bill 2277	Omitted. Included Texas law and regulation in Appendix A.
Appendix F: Selected Informal Reading Inventories	Updated list of informal reading inventories and included new Spanish inventory.
Media Format	Prepared braille version of the second (national) edition.

document to facilitate braille reading and translated the text into contracted braille. Following standards established by the Library of Congress, the braille document was separated into volumes, and volume cover pages and volume indexes were prepared. Twenty-five copies of the braille edition were duplicated, bound, and labeled. These braille copies were then sent to TSBVI under the agreement that they would be sold at

the same price as the print counterpart ($25.00) until the supply was depleted. Thereafter, TSBVI reserved the right to reestablish the price of the braille edition based on the actual cost of production. However, it was anticipated that the supply of twenty-five braille copies would be sufficient to last until the third edition of the resource guide is written.

Instructional videotapes. A series of four videotapes were developed as part of PROJECT LMA to present content information about the various components of selecting learning and literacy media for students with visual impairments. While the original proposal called for development of three videotapes, it was decided to add a fourth that addressed the specific needs of students with additional disabilities. The majority of students with visual impairments have additional disabilities, and it was felt that not to address this population in a direct way would be a gap in overall project. Chart 3 presents the four videotapes and a brief description of each.

Scripts for each videotape were written by the Project Director and/or Project Consultant (Dr. Cay Holbrook, formerly at the University of Arkansas at Little Rock, now at the University of British Columbia), along with specifications for graphics (text presented on the screen) and illustrative video clips of students. With the specifications and narrative tape segments, the Technical Consultant prepared rough drafts of the videotapes using a conventional video "toaster." Revisions were made as a result of field testing (see later section). Narrative portions presenting the Project Director and Project Consultant were professionally retaped at KTXT, the public television station on the Texas Tech campus. Thereafter, the each videotape was digitized and final editing was accomplished via a state-of-the-art multimedia computer system. Multiple copies of each videotape were duplicated and labeled at KTXT for the cost of the blank cassettes.

Chart 3

Videotapes Developed in PROJECT LMA

Title and Length of Videotape	Description of Contents
Introduction to Learning Media Assessment (15 minutes)	This introductory videotape presents background information on the need and purpose for systematic selection of learning and literacy media, key definitions and concepts, and an overview of the assessment processes.
Selection of Initial Literacy Medium (35 minutes)	This videotape presents detailed information on the components of selecting the initial literacy medium. It begins with the basic steps in documenting a student's use of sensory channels and provides an extensive modeling sequence. Then it presents the four areas in which data are gathered in the initial selection process: use of sensory information, working distances and size preferences, implications of the eye condition, and implications of additional disabilities.
Continuing Assessment of Literacy Media (25 minutes)	This videotape presents information on the on-going processes of learning media assessment, which occurs yearly from the time an initial selection has been made throughout a student's school years. Continuing assessment focuses on visual functioning, reading efficiency, academic achievement, handwriting, and literacy tools. Detailed information is presented on strategies for documenting reading efficiency in the student's primary literacy medium.
Learning Media Assessment of Students with Additional Disabilities (25 minutes)	This videotape addresses the process of selecting functional learning media for students who have visual impairments and additional disabilities. It provides information about the entire span of learning media assessment for students with additional disabilities including collecting data on use of sensory channels, readiness for a functional literacy program, functional learning media, and initial and continuing assessment of needs for functional literacy media.

Interactive CD programs. A series of four interactive computer programs were developed as part of the PROJECT LMA materials. The purpose of these programs was to provide participants with guided practice and feedback in the various processes of learning media assessment. The interactive computer programs used a case-study approach to present video clips and text information on selected students with visual impairments as a way to illustrate and provide practice in the various processes of learning media assessment.

During the first year of the project, a substantial portion of project efforts were devoted to collecting raw video footage and supporting text documentation on students with visual impairments. This footage provided the basis for the interactive case studies, as well as for illustration of key points and concepts in the videotape series (discussed previously). To begin the process, a list of selection criteria was developed, which indicated the key characteristics of the subjects needed to illustrate various portions of the learning media assessment process. Then teachers or consultants of students with visual impairments were contacted and asked for assistance in locating students who met the criteria. Project staff followed up with parents and teachers to discuss the project, to indicate the extent of the student's involvement, and to obtain appropriate permission. Then either the Project Director and/or Project Consultant and a research assistant visited the student's schools to collect the video footage. Video footage and text information were collected on approximately 25 students, from which 12 were selected for the interactive case studies.

Development of the interactive case studies began with designing a draft flowchart and technical specifications for each program for use with the Macromedia Director software program. For each interactive case study, short video segments and text information were provided in one area of the learning media assessment. After reviewing the information provided, the user was directed to select an appropriate summary statement. If the user selected an appropriate statement, he or she was given positive feedback on why that statement was appropriate. If not, then he or she was provided with constructive feedback on why the statement was not appropriate and redirected to the video segment or text information for further study. In general, inappropriate summary statements contained one of these features: (a) all or part of the statement was inaccurate, or (b) all or part of the statement called for a conclusion prior

to reviewing of all the needed information. At the end of each case study, the user was presented with all the summary statements, and then directed to make a holistic decision based on all of the assessment information.

The format presented above was used for three of the four interactive programs. The first program on documenting sensory channels differed from the others, as it provided guided, independent, and real-time practice in only one aspect of learning media assessment. While this program used actual video case studies, the user did not have sufficient information at the end to make a decision about the student's literacy medium. Chart 4 presents the four interactive programs, along with a brief description of each case study.

Two changes and two additions were made in developing the interactive case studies from the original proposal. The changes were presented in the annual reports submitted on the project. First, it was decided to add an interactive program on assessing the learning and literacy needs of students with additional disabilities and to omit the portion on assessing print media needs for students in academic programs. This decision was based on discussions with the Project Consultant, who reiterated the need to address the literacy needs of students with additional disabilities (as was decided in developing the videotapes).

Second, the original proposal called for use of laserdiscs as the medium for the interactive programs. However, as the project began, the technical consultant working with the project felt that laserdiscs would soon be phased out in favor of the new DVD compact disks. Therefore, he recommended that large-capacity hard drives be used to develop and store the field-test versions of the programs and to make final revisions, which would provide about two years to determine the potential usefulness of the DVD technology. At the end of the field-test and revision phases, it was still unclear as to

Chart 4

Interactive CD Programs Developed in PROJECT LMA

Title and Time*	Description
Identifying Sensory Channels (90–120 minutes)	This interactive provides practice on gathering data about a student's use of sensory channels and offers three different levels of support: • First, three case studies provide "Guided Practice." The student's behaviors are presented using small video clips of discreet behaviors and requesting response from participants. Coding is completed on the computer screen. Following participant response, immediate feedback is provided. • Second, "Independent Practice" presents discrete behaviors of three students and allows participants to replay behaviors as often as necessary. Participants complete a blank copy of the coding form as they watch the behaviors, but must wait for feedback until completion of the entire form. • Third, "Real-Time Practice" presents videotapes of three students that run in real-time. Participants cannot stop and start the video at this level. They complete a blank coding sheet as they watch the video. At the end of each case study, participants have an opportunity to compare their profiles to one coded by an "expert."
Selecting the Initial Literacy Medium (45–60 minutes)	Program 2 contains three complete case studies of students who are at the initial selection stage of literacy. Each case study has unique emphasis: • Mary is a student who has rather obvious literacy media needs, but the point is made that all students have the right to, and will benefit from, a thorough learning media assessment. • Benita appears to have obvious needs, but participants are cautioned not to jump to premature conclusions. She is a student for whom English is a second language (Spanish is her native language), and this factor must be considered in her learning media assessment. • Janie's case study is more complex. She uses both tactual and visual information for learning, but one of these channels provides for more efficiency for completing near tasks and for literacy activities.
Exploring Continuing Needs for Literacy Media (60–75 minutes)	Interactive Program 3 contains three case studies. All students are of middle school age, and each case study has a unique focus: • Tricia is a student with a variety of literacy tools who reads braille as a primary literacy medium. She also reads some print. The focus of the assessment is whether additional literacy tools are appropriate for her. • Carlos is a capable student with excellent potential, but in the past he has not received appropriate assessment to evaluate his literacy skills or literacy media needs. This is a thought-provoking case study. • Lee is a student who is a strong visual learner and efficient print reader. The focus of her assessment is whether print is still an appropriate primary medium and whether additional literacy tools are needed.

Conducting Learning Media Assessments for Students with Additional Disabilities (45–60 minutes)	Interactive program 4 contains one complete case study (Austin) and three partial case studies. Each case study presents students who have unique, varied, and diverse needs: • Austin is a preschool student with mental retardation and language delays who functions as a tactual learner. The focus is on whether he is ready to begin a functional literacy program. • Henry is a young student with mental retardation and language difficulties. He has received literacy instruction with little success. The major focus of this case study is to determine the appropriate level of literacy instruction given other areas of need. • Joseph is a young student with mental retardation and a physical disability. He is a tactual learner, and the question is whether to continue a functional literacy program in braille. • Jamaal is an adolescent with mental retardation, physical disabilities, and a severe visual impairment. He is preparing to exit school for adult life. The focus of his assessment is to examine how literacy instruction should be used to enhance the transition from school to work.

*Time refers to the approximate completion time for each program based on field-test experiences.

whether the use of DVD technology would be implemented quickly. Therefore, the final decision was to place each interactive program on conventional CDs. The size of the programs necessitated that two CDs be used for Interactive Programs 1, 2, and 3, and one CD for Program 4.

Third, a decision was made at the end of the second year of the project to include voice narration as part of the interactive programs for users who were blind. Prior to that time, the focus had been on use of speech synthesis devices to read information on the screen, along with braille descriptions of video segments. Despite a number of programs being explored, no viable option existed for use of synthesized speech. Therefore, human voice narration was included throughout the programs. This feature included reading all text information on the screen, providing descriptions of video segments, and providing keystrokes to navigate the programs as an alternative to clicking buttons with the mouse. Also, this feature included an option for toggling the voice narration on and off and for repeating information.

Fourth, the original proposal called for developing only a Macintosh version of the interactive programs. However, during the field test workshops it became clear that potential users of the program needed a Windows-based version. Therefore, the final version of the interactive programs was developed in a cross-platform format, which allows the same CDs to be used with Macintosh or Windows.

Supplementary materials. To complete the set of PROJECT LMA materials, a participant's workbook and a facilitator's manual were developed. The participant's workbook contained a variety of learning exercises and activities and blank assessment forms that accompanied each videotape and interactive CD program. The specific components of the workbook included:

- *Notes for each video program.* These pages accompany the four videotapes in the PROJECT LMA series. The left-hand column of each page contains the text as presented on each videotape, and the right-hand column provides a space for the participant's personal notes. This component was included so that participants could concentrate on the content of the videotape, rather than copying the text presented on the screen.
- *Reflections and discussion worksheet for each video program.* These pages accompany each of the four videotapes. They allow the participant to summarize information and to reflect on important issues. For example, after viewing one videotape, participants are asked to respond to the following question: "What strategies would you use to resolve difficulties related to administrative concerns, such as scheduling, when a student's literacy needs are extensive?"
- *Blank forms for interactive program #1.* These pages provide all of the blank copies of the Use of Sensory Channels form needed to complete Interactive Program #1. Four additional blank forms are provided for field practice.

- *Reflections and discussion worksheet for each interactive program.* These pages accompany the four interactive programs in the PROJECT LMA series. There is one reflections and discussion worksheet for each case study in Interactive Programs 2, 3, and 4. These were designed to promote reflective thinking and problem-solving skills, which are fundamental to quality learning media assessments. For example, in one case study, participants are asked to respond to this hypothetical situation: "Tricia's homeroom teacher suggests that Tricia "looks blind" when she reads braille books, so perhaps it would be better for her to use only the CCTV, computers, and tapes for literacy tasks. How do you respond?"
- *Blank forms for learning media assessment.* These pages contain blank copies of LMA forms 1 through 11. These blank forms are provided for the participant's personal reference as he or she studies the processes of learning media assessment. Also, they can be used for photocopying when conducting learning media assessments. The publisher granted permission to copy the forms without the need to request additional permission.

The PROJECT LMA Facilitator's Manual contains a variety of information and resources to assist them in using the PROJECT LMA materials in their own workshops or university classes. This includes topics such as suggestions for presenting workshops, sample agendas, step-by-step guides for each of the four instructional units, and strategies for using the videotapes and CD programs. The table of contents presents a complete list of topics in Chart 5. The PROJECT LMA Facilitator's Manual was duplicated on three-hole punched paper to allow facilitator's to add additional resources and to facilitate easy duplication. A complete copy of the Project LMA Facilitator's Manual, which includes a reproducible copy of the Participant Workbook, is presented in Appendix A.

Chart 5

Topics Presented in the PROJECT LMA Facilitator's Manual

Section	Topics Presented
Overview	PROJECT LMA Materials Four Units of Study and PROJECT LMA Materials Using this Manual
Section I: Planning and Advertising the Workshop	Description of Presentation Options Workshop Formats (and sample agendas) Information for Workshop Flyer Suggestions for Use in University Classes Suggestions for Establishing Check-Out Procedures
Section II: Arranging Equipment and Technology	Room Arrangements Technical Information on the Interactive Programs Using CDs on Macintosh Using CDs on IBM and IBM-Compatibles Using Audio-Narration and Keystroke-Command Features A Just-in-Case Page
Section III: Conducting the Workshop or Class	Preparation Checklist Step-by-Step Workshop Guide Teaching Tips for Videotapes Teaching Tips for Interactive Programs. Observation Techniques for Participants Who are Blind Handling Disagreements Pacing Your Workshop Handling Technology Problems Evaluating the Workshop (and sample evaluation form)
Participant Workbook	This section contains a complete copy of the PROJECT LMA Participant Workbook for duplication.

Field test and revisions. In the spring and summer semesters of the second year of the project, the videotapes and interactive CD programs were field tested in six sites:

- Texas Tech University, Lubbock, Texas;
- Region IX Education Service Center, Wichita Fall, Texas;

- Grand Prairie Independent School District, Grand Prairie, Texas;
- Florida State University (at Florida School for the Deaf and the Blind), Saint Augustine, Florida;
- University of Arkansas at Little Rock, Little Rock, Arkansas (2 sessions).

Participants in the field-test workshops included both preservice and inservice teachers of students with visual impairments and, as such, offered evaluations by those who were experienced in teaching students with visual impairments and those who were novices. As indicated in Chart 6, participants in Wichita Falls, Grand Prairie, and Little Rock (session 2) were novices in teaching students with visual impairments, and most were enrolled in university preparation programs in visual impairment. Participants in Saint Augustine and Little Rock (session 1), were highly experienced as teachers of students with visual impairments. While the data from the Lubbock workshop were missing, this group was composed of the six teachers of students with visual impairments in Lubbock ISD and the surrounding areas and, therefore, were considered experienced. Given this combination of experienced and novice teachers of students with visual impairments, project staff were able to gain the perspectives of teachers with varying levels of experience. Experienced participants were most helpful in identifying content-related issues, while novice participants were most helpful with technical issues and matters related to organization, clarity of directions and text materials, and so forth.

The workshops began with a brief overview of the project, followed by presentation of each of the PROJECT LMA materials. After videotapes 2, 3, and 4, participants were presented the interactive program. They worked through the interactive programs individually or in small groups at separate computer stations or in

Chart 6

Field-Test Workshops and Participant Information

Sponsor and Site	Number of Participants	Average Years of Teaching Experience	Average Years of VI Experience	Experience with LMA		
				None	Some	Lots
Texas Tech University, Lubbock, Texas	6	*	*	*	*	*
Region IX Education Service Center, Wichita Falls, Texas	6	8.2	0.5	67%	33%	0%
Grand Prairie ISD, Grand Prairie, Texas	8	12.0	1.4	50%	50%	0%
Florida State University, Saint Augustine, Florida	17	13.1	5.6	71%	29%	0%
University of Arkansas at Little Rock, Little Rock, AR	7	15.6	13.6	14%	86%	0%
University of Arkansas at Little Rock, Little Rock, AR	10	5.8	0.5	90%	10%	0%

*Indicates missing data from Lubbock field-test workshop.

a large group presentation led by the Project Director or Project Consultant. After each videotape and interactive program, participants were asked to complete an evaluation form, which requested ratings on a variety of technical and content factors, as well as written comments and suggestions.

Following each workshop and prior to the subsequent field-test session, the data were compiled and summarized. (Samples of evaluation forms and selected evaluation summaries are presented in Appendix B). Then the project team met to plan and implement improvements in the interactive CD programs. In this respect, subsequent workshops had access to increasingly improved versions of the CDs. Chart 7 presents the major concerns in the videotapes and interactive CD programs, along with the strategy used to address each one. After the final field-test session, plans were made for

Chart 7

Major Revisions in Instructional Videotapes and Interactive Programs

Major Needs and Concerns	Revisions
Instructional Videos: Video quality needed to be improved.	Re-recorded "talking head" segments at KTXT with professional equipment.
Instructional Videos: Needed more examples of students with visual impairments.	Reviewed all raw footage and target examples and included additional examples to illustrate specific points.
Instructional Videos: Too much information was presented too quickly.	Used a more comfortable pace when re-recording the content portion of the videos. Used transition graphics that will allow teachers/workshop leaders to pause and reiterate key points. Included "note-taking guide" in Participant Workbook, so there was no need to copy text from the screen.
Interactive Program #1: Feedback on secondary sensory channels was too restrictive.	Provided correct/incorrect feedback on primary channel only; for secondary channel, provided feedback on author's coding and additional insights on how others might code the behavior.
Interactive Programs: The audio quality of some video clips was poor.	Recompressed the audio track for those segments identified as poor quality.
Interactive Programs: Needed alternate points of view in interpreting data.	Brought in three experts to review the interactive programs and tape "expert opinions." Incorporated the opinions into the programs. This gave users the option to click an "Expert Opinion" button at various points to gain another perspective.
Interactive Programs: Buttons were inconsistent and sometimes took the user to the wrong screen.	Made buttons consistent throughout the four programs. Incorporated a "Go Back" button that takes the participant back to the previous screen. Corrected all navigation links.
Interactive Programs: Under certain circumstances, users had to "call up" video segments.	Rewrote the "projectors" so the program continually updated itself.

improvements in both the interactive CD programs and the videotapes. Over the summer of the second year and into the fall of the third year of the project, final versions of all PROJECT LMA materials—including the Participant Workbook and Facilitator's Manual—were developed and duplicated in preparation for the dissemination workshops.

Dissemination of Products

Dissemination workshops. The PROJECT LMA materials were disseminated nationwide through a training-of-trainers model. Letters were sent to each state's department of education and to each university with an established program in visual impairment. The state departments and university programs were asked to designate an individual to attend one of the workshops. Upon completion of the training workshop, each participant received a set of training materials at no cost to be used for subsequent classes or inservice workshops, as well as a travel stipend of $300. The set of PROJECT LMA training materials included:

- 1 set of the four instructional videotapes,
- 2 sets of the four interactive CD programs,
- 10 copies of the Participant Workbook,
- 1 copy of the Facilitator's Manual,
- 2 or 3 copies of the LMA resource guide,
- an optional braille edition of written materials as a substitute for print editions.

Seven dissemination workshop were specified in the original proposal. In selecting sites, geographic regions and ease of access were major considerations. Four of the workshops were held in conjunction with professional conferences, which university faculty and other leaders typically attended. Other workshops were sponsored by university programs or a state department of education. At the end of the project, several individual contacted the Project Director to inquire as to whether additional workshops would be held. Therefore, a request was made to extend the project until the end of December 1998, and one additional workshop was held at Texas Tech University. Chart 8 presents an overview of the eight dissemination workshops.

Chart 8

Overview of Dissemination Workshops

Sponsor	Location	Date	Type	#
Texas Tech University	Lubbock, Texas	January, 1998	Comprehensive	3
Josephine L. Taylor Leadership Institute	Washington, D.C.	February, 1998	Concentrated	12
Council for Exceptional Children	Minneapolis, Minnesota	April, 1998	Comprehensive	10
Colorado Department of Education	Denver, Colorado	April, 1998	Comprehensive	4
San Francisco State University	San Francisco, California	May, 1998	Comprehensive	12
Association for Education and Rehabilitation of the Blind and Visually Impaired	Atlanta, Georgia	July, 1998	Comprehensive	10
Association for Education and Rehabilitation of the Blind and Visually Impaired	Atlanta, Georgia	July, 1998	Concentrated	17
Texas Tech University	Lubbock, Texas	December, 1998	Comprehensive	16
			Total Number of Participants	**84**

Two types of dissemination workshops—comprehensive and concentrated—were arranged to better meet the needs of participants. Six were "comprehensive" workshops, which allowed a full day for the Project Director and Project Consultant to present the purpose of the project and strategies for using the PROJECT LMA materials, to show one or more of the videotapes, and to provide opportunities for participants to work through all or most of the interactive case studies. In five instances, individual computers were set up to allow participants to work in small groups. In one instance (Denver), the size of the group (4) provided the opportunity for all participants to work together as one group, rather than at individual computers; project personnel presented the interactive case studies via a multimedia projector.

Two workshops were offered in a "concentrated" format, in that they provided a half-day to hear about the materials and to work through selected examples of the interactive case studies as guided by project personnel. Participants were encourage to select this option if they were fully skilled in the processes of learning media assessment and if they wished only to hear about the PROJECT LMA materials. In this format, the CD programs were presented to the whole group via a multimedia projector, and the workshop leaders facilitated discussion. If participants wished to have hands-on experiences, then they were encouraged to participate in a comprehensive workshop.

Evaluation findings. A total of 84 participants attended the workshops, as indicated previously in Chart 8. These participants represented 37 of the 50 states and 64 individual agencies within those states (see Chart 9). Of the agencies represented, 24 were from university programs, 14 from state departments of education, 21 from specialized schools for students with visual impairments, and 5 from other educational agencies. These results indicate that 74% of states sent one or more representatives, approaching the goal of disseminating PROJECT LMA materials to all states.

As stated in the original proposal, the instructional materials were disseminated only to those individuals who attended a dissemination workshop. This was to help assure that the materials were used in an appropriate and professional manner, guided by the philosophy and best practices on which they were developed. Therefore, sets of PROJECT LMA materials were not sent to those states that were not represented in one of the dissemination workshop. The only exceptions to this guideline were the sets of materials sent to the U.S. Department of Education and the ERIC Clearinghouse on Disabilities and Gifted Education.

The dissemination workshops were evaluated by participants at the conclusion of each. The first section asked for numeric ratings on six items, such as the ease of

Chart 9

States and Agencies Represented in Dissemination Workshops

State	Agency
Arizona	Arizona State Schools for the Deaf and Blind
	Foundation for Blind Children
	University of Arizona
Arkansas	Arkansas School for the Blind
	University of Arkansas at Little Rock
California	California State University, LA
	San Francisco State University
Colorado	Colorado Department of Education
	Colorado School for the Deaf and the Blind
	University of Northern Colorado
Connecticut	Board of Education and Services for the Blind
Delaware	Division for the Visually Impaired
Florida	Florida Department of Education
	Florida State University
Georgia	Georgia Department of Education
Idaho	Idaho School for the Deaf and the Blind
Illinois	Illinois State University
	Northern Illinois University
Indiana	Indiana Department of Education – IERC
Iowa	Area Education Agency 4
	Iowa Braille and Sight Saving School
Kansas	Kansas State School for the Blind
Kentucky	University of Louisville
Louisiana	Louisiana School for the Visually Impaired
Maryland	Maryland State Department of Education
Massachusetts	Perkins School for the Blind
	University of Massachusetts – Boston
Michigan	Michigan School for the Blind
	Eastern Michigan University
Minnesota	Resource Center for the Blind and Visually Impaired
	University of Minnesota

Mississippi	Mississippi School for the Blind
Missouri	Missouri School for the Blind
Nebraska	ESU #3
	Nebraska School for the Visually Handicapped
	Westside Community Schools
New Hampshire	Salem School District
New Mexico	New Mexico School for the Visually Handicapped
New York	New York State Resource Center
North Carolina	North Carolina Department of Public Instruction
North Dakota	North Dakota Vision Services/North Dakota School for the Blind
	University of North Dakota
Ohio	Ohio State University
Oregon	Oregon Department of Education
	Oregon School for the Blind
	Portland State University
Pennsylvania	Kutztown University
	Pennsylvania College of Optometry
	University of Pittsburgh
	Western Instructional Support Center
South Carolina	University of South Carolina (now at Western Michigan University)
South Dakota	Northern State University
	South Dakota School for the Visually Handicapped
Tennessee	Middle Tennessee State University
	Peabody College of Vanderbilt University
Texas	Stephen F. Austin State University
	Texas School for the Blind and Visually Impaired
	Texas Tech University
Utah	Utah Schools for the Deaf and the Blind
	Utah State Board of Education
Vermont	Vermont Association for the Blind
Washington	Vision Services Coordinator
	Washington State School for the Blind
Wyoming	Wyoming Department of Education

registration and usefulness of the materials. Each item was rated on a scale of 1 (low) to 5 (high). The means from the individual workshops, as well as the grand mean for each item, are presented in Chart 10. These results indicated clearly that the workshops were effective, with means of 4.9 or 5.0 for almost all items at individual workshop and for the grand means. There were occasional average ratings of 4.7 or 4.8, but these were relatively isolated; also, a rating of 4.7 or 4.8 still indicated a high level of effectiveness of the workshop.

Of particular interest was the last item related to the usefulness of materials to professionals in visual impairment. Seven of the eight workshops rated this item at 5.0, the highest ranking, with a grand mean of 5.0. Also, the general written comments received on evaluation forms provided further evidence of the effectiveness of the workshops and, more specifically, the usefulness of the PROJECT LMA materials. These comments are compiled in Chart 11 (beginning on page 28). Additional comments related to specific evaluation items are presented in Appendix C, along with other materials related to the dissemination workshops.

Participants were also asked how they anticipated using the materials in the future. Across all workshops and with duplicated responses permitted:

- 78 of the participants indicated that they would share the materials with professionals in visual impairment during inservice training activities;
- 68 participants indicated that they would share the materials with others (that is, individuals other than professionals in visual impairment) involved in the learning media assessment process;
- 49 participants indicated that they would allow teachers to check out the materials for individual study;

Chart 10

Evaluation Results for Dissemination Workshops

Evaluation Question	Workshop Location								Grand Mean
	Lubbock #1	Washington, DC	Minneapolis	Denver	San Francisco	Atlanta #1	Atlanta #2	Lubbock #2	
Ease of registration	5.0	5.0	4.9	5.0	5.0	5.0	5.0	4.9	5.0
Location of workshop	5.0	5.0	4.9	5.0	4.7	4.7	4.9	4.5	4.9
Organization of workshop	4.8	4.9	5.0	5.0	5.0	4.9	4.9	4.8	4.8
Clarity of handouts	5.0	5.0	4.9	5.0	5.0	5.0	5.0	4.9	5.0
Clarity of presentation	4.8	5.0	4.9	5.0	5.0	4.9	4.9	4.9	4.9
Usefulness of materials for professionals in visual impairment	5.0	5.0	4.9	5.0	5.0	5.0	5.0	5.0	5.0

- 43 participants indicated that they would use the materials in university classes to prepare preservice teachers of students with visual impairments;
- 6 participants gave other responses, such as sharing the materials with rehabilitation teachers, paraprofessionals, or student teachers and incorporating a portion of the process (sensory channels) into the functional vision assessment.

A number of written comments were provided by participants based on this question, which appear in Appendix C

Finally, participants were asked to indicate where they intended to use the PROJECT LMA materials. Thirty-five states were indicated, along with every major region of the United States. This latter finding provides assurance that the materials

Chart 11

General Comments from Workshop Participants

- Great and very much needed program
- The most valuable materials!! Thanks so much for doing this!!
- Congratulations!
- Thank you!
- Thank you very, very much. This is an excellent, excellent session.
- Truly outstanding CD ROMS are very well designed. Accessible!
- Great! You are truly to be commended. It's wonderful. I'm anxiously awaiting the package.
- Very well presented! Very useful!
- Very nice—the interactive component of this format will be excellent in the classroom at the university. Thank you for all the effort you have put into LMA. I'm excited about using this format on CD.
- Thank you for pulling together such a comprehensive and excellent program.
- The group was a nice size. It was ideal for interaction with each other and with the authors! Author's presentation skills were inviting and offered safety to participants. THANK YOU!! [Participant], Univ. of N.D.
- Thank you for doing this, Cay and Alan! I can't wait to use these materials in classes I teach at university.
- This program is a wonderful contribution to the field. One of the most exciting pieces for me is the opportunity to show real kids with visual impairments (and a variety of them) to my "fresh" students with limited exposure to real life until they get into practicum. You very beautifully transmit through your materials what the joy of teaching is all about—and you do so by showing us what makes kids with visual impairments both unique and special. Thank you!
- I had a # of questions that had answers while completing LMA—it would have been nice to have a short time to address some of these questions—they did get answered as we went through the presentation of the materials but it did take us off topic.
- Thanks for all your work on developing these materials. Very nicely done. Just what the field needed for training.
- Alan and Cay deserve special recognition for their efforts with this. They have clarified and designed information to be easily, effectively shared. All will benefit from their materials.
- Excellent conference/workshop! I am very excited to share these materials with my peers! Thank you very much!
- Very well presented—CD ROMS are wonderful—graphics are easy to read and use—(is the narration easy for totally blind to use program?)
- Appreciated "individualized instruction"—easy access (approachable) workshop instructors.
- Appreciate the work and experience you have put into this program.
- Very, very good programs! Thank you!
- The information provided was presented in a clear manner. It was easy to understand and will be very helpful for other professionals.

- Excellent
- Very informative workshop
- Thank you Alan & Kay—Wonderful presentation and materials! Thanks!
- Fantastic organization of materials and presentation! Very clear and concise. This will have many uses.
- Amount of materials to cover in the time frame we'll have is a concern—we'll have to work on some solutions for follow-up.
- These materials also serve as a model of instructional design for distance ed tools.
- Great work—really needed.
- So good to see how far you've taken this! Thanks!
- You guys have made a terrific contribution to children with bvi. [Participant].
- Great materials—can be used in a wide variety of ways to demonstrate the process! —and reinforce and review it!
- Given length of workshop, this was an EXCELLENT overview of program—hats off to Alan & Cay. Excellent tool for use by many—easy format for in-service.
- This helped to break down the components. Would run an in-service in this manner vs. the entire room & 1 computer! That was our first introduction and I found it difficult to stay focused—want to utilize the "Best" and add hands-on in other ways.
- Thank you so very much for this material. It's a blessing. [Participant].
- This workshop was a valuable experience that I will be able to use so that many more students in Nebraska will be having appropriate educational programs.
- Great workshop. Really got a lot of information from going through the case studies and discussion. Keep it in a warm weather area. Please do have a follow up—would be great!
- It would be beneficial to extend this workshop to 1 1/2 days.
- Just a wonderful presentation and accumulation of materials!

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have the potential to be used throughout all of the states, although some states were not represented in the dissemination workshops. Specific responses to this item are presented in Appendix C.

Other forms of dissemination. While the training workshops provided the primary means of disseminating the outcome of the project, other forms of dissemination occurred as well. Presentations were made at 5 scholarly conferences by the Project Direct, Project Consultant, Technical Consultant, and Research Assistants. A list of the individual presentations is presented in Chart 12.

Chart 12

Conference Presentations on Project LMA

Koenig, A. J., & Holbrook, M. C. (April, 1997). *Selecting Literacy Media: A Multimedia Instructional Package for Preservice and Inservice Teachers.* Poster session presented at the 75th Convention of the Council for Exceptional Children, Salt Lake City, Utah.
Koenig, A. J., & Holbrook, M. C. (September, 1997). *Learning Media Assessment for Students with Visual Impairments: A Multimedia Instructional Package for Preservice and Inservice Teachers.* Presented at the Third Biennial "Getting in Touch with Literacy" Conference, Minneapolis, Minnesota.
Price, R. V., and Martindale, E. S. (June, 1998). *Design and Production of Multimedia Teacher Training Materials.* Presented at the National Educational Computing Consortium, San Diego, CA.
Price, R. V., and Martindale, E. S. (February, 1998). *Design and Production of an Interactive Multimedia Training Program.* Presented at the Association for Educational Computing and Technology National Convention, St. Louis, Missouri.
Koenig, A. J. (July, 1999). *Reducing Barriers of Traditional Preservice and Inservice Education: Use of Interactive Multimedia to Foster Best Practices in Assessment of Students with Visual Impairments.* Poster session presented at the Sixth Biennial Conference of the International Association of Special Education, Sydney, Australia.

Project staff, especially the Project Director and Project Consultant, continued to provide technical assistance to dissemination participants after the end of the project. Often, requests have centered on the need for additional workshop materials or braille materials, which were sent at no cost to the participants. A problem with use of the video clips in Windows was resolved through instructions on how to download and install a specific version of QuickTime. This information was then posted on the web site for the Virginia Murray Sowell Center for Research and Education in Visual Impairment. Project staff will continue to respond to all requests for assistance, additional resources, or other matters related to PROJECT LMA materials in the future.

Summary and Future Directions

PROJECT LMA developed a comprehensive, coordinated set of instructional materials for use by university professors and workshop leaders to teach the processes of learning media assessment to preservice and inservice teachers. The materials

included instructional videotapes, interactive CD programs, and supporting written materials. Sets of the instructional materials were disseminated nationwide in a training-of-trainers model to 84 professionals in visual impairment in 37 states. Evaluation data from the dissemination workshops indicated that participants perceived the materials would be of high usefulness, that the materials would be used in all major regions of the United States, and that the workshops were delivered effectively.

Since the mid-1990s, there has been a gradual shift in attention away from sole focus on literacy media assessment to a more holistic assessment of literacy skills of students with visual impairments. This shift has been accelerated with passage of the 1997 amendment to IDEA on braille instruction for students who are blind or visually impaired. The new IDEA provision provides a specific requirement on assessing literacy skills and needs for these students. Teachers, assessment specialists, and researchers in the field of visual impairment must now focus on holistic literacy assessment processes and teaching practices. PROJECT LMA is one part of what is needed. Other projects are needed to assure that each students with a visual impairment gains basic literacy skills in primary school, builds on and extends these skills throughout middle and high school, and enters adulthood with a repertoire of literacy skills and tools needed for successful employment and independent living.

References

Koenig, A. J., & Holbrook, M. C. (1993). *Learning media assessment of students with visual impairments: A resource guide for teachers.* Austin, TX: Texas School for the Blind and Visually Impaired.

Koenig, A. J., & Holbrook, M. C. (1995). *Learning media assessment of students with visual impairments: A resource guide for teachers* (second edition). Austin, TX: Texas School for the Blind and Visually Impaired.

Appendix A

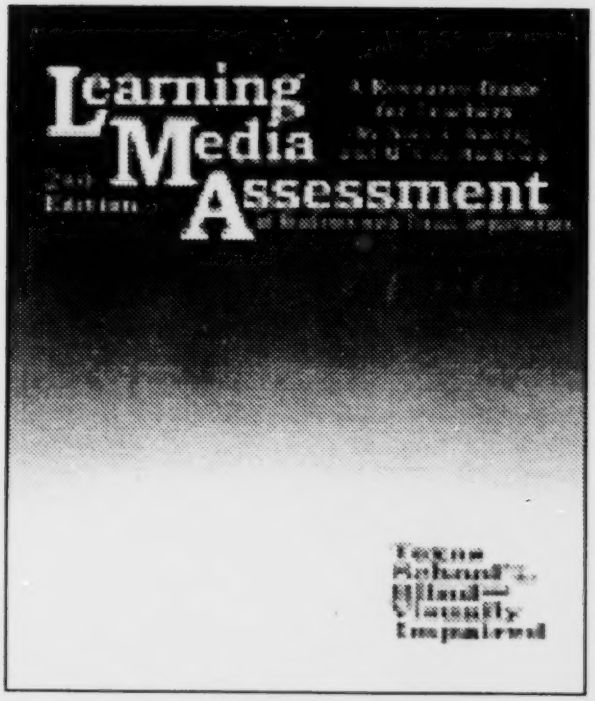
PROJECT LMA Facilitator's Manual

(including Participant Workbook)

PROJECT L·M·A

Learning Media Assessment of Students with Visual Impairments

Facilitator's Manual



A facilitator's manual for PROJECT LMA materials

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PROJECT L·M·A

Learning Media Assessment of Students with Visual Impairments

Facilitator's Manual

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A facilitator's manual for PROJECT LMA materials

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PROJECT LMA Materials

The PROJECT LMA materials were designed to teach the process of learning media assessment (LMA) to teachers and preservice teachers. These materials—when used by a skilled facilitator and teacher—will take participants step-by-step through the LMA process, providing ample opportunities to practice observations and to make decisions. The PROJECT LMA materials include:

- *Videotapes.* Four videotapes present essential information on the processes of learning media assessment. The videos provide a general introduction, procedures for selecting the initial literacy medium, procedures for conducting a continuing assessment of literacy media, and procedures for conducting learning media assessments for students with additional disabilities.

- *Interactive CD programs.* Four interactive CD programs provide guided practice in the various processes of learning media assessment. These programs contain video clips and text information for participants to analyze. As participants make decisions, they are provided immediate feedback on their responses. The CDs accompany videotape programs 2, 3, and 4.

- *Participant's workbook.* The participant's workbook contains a variety of worksheets and forms to accompany the videotapes and interactive programs. These resources include note-taking guides for each videotape, reflections and discussion worksheets for each videotape and each interactive case study, blank forms to use with the interactive case studies, and a complete set of blank forms for learning media assessment.

- *Facilitator's manual.* This manual will provide information for you as a workshop facilitator or college instructor to use the PROJECT LMA easily and effectively. We have included information on preparing for workshops, arranging for effective use of technology, and conducting and evaluating your workshop. Also, a loose-leaf version of the participant's workbook is included to allow you to copy it for use in workshops or classes.

- *LMA resource guide.* All of the PROJECT LMA materials are based on the assessment process presented in *Learning Media Assessment of Students with Visual Impairments: A Resource Guide for Teachers* (Koenig & Holbrook, 1995). This book was published by the Texas School for the Blind and Visually Impaired. As part of the current project, a braille edition of the resource guide was developed. Both print and braille copies are available for purchase through TSBVI.

> Texas School for the Blind and Visually Impaired
> Business Office
> 1100 West 45th Street
> Austin, TX 78756-3494

Four Units of Study

The processes of learning media assessment can be taught in four basic units of study:

- Introduction to learning media assessment,
- Initial selection of the literacy medium,
- Continuing assessment of literacy media,
- Learning media assessments for students with additional disabilities.

All of the PROJECT LMA are coordinated and integrated into a total workshop package based on these four units of study. The cross-reference sheet on the next page provides a quick overview of the way in which each of the components is related to the others.

Four Units of Study and PROJECT LMA Materials

Guide*	Video and Interactive Programs	Workbook
Unit 1: Introduction to Learning Media Assessment		
Chapter 1	Video 1: Introduction to Learning Media Assessment (15 minutes)	Video notes, page 5–8 Video reflections, page 9–10
Unit 2: Initial Selection of the Literacy Medium		
Chapters 2, 3, 4	Video 2: Selection of the Initial Literacy Medium (35 minutes)	Video notes, page 11–14 Video reflections, page 15–16
	Interactive Program 1: Identifying Sensory Channels	Blank forms for independent and real-time practice, pages 31–40
	Interactive Program 2: Selecting the Initial Literacy Medium	Case study reflections for Mary, Benita, and Janie, pages 41–46
Unit 3: Continuing Assessment of Literacy Media		
Chapter 5	Video 3: Continuing Assessment of Literacy Media (25 minutes)	Video notes, page 17–20 Video reflections, page 21–22
	Interactive Program 3: Exploring Continuing Needs for Literacy Media	Case study reflections for Tricia, Carlos, and Lee, pages 47–52
Unit 4: Students with Additional Disabilities		
Chapter 6	Video 4: Learning Media Assessment of Students with Additional Disabilities (25 minutes)	Video notes, page 23-28 Video reflections, page 29–30
	Interactive Program 4: Conducting Learning Media Assessments for Students with Additional Disabilities	Case study reflections for Austin, Jamaal, Joseph, and Henry, pages 53–56

*Koenig, A. J., & Holbrook, M. C. (1995). *Learning media assessment of students with visual impairments: A resource guide for teachers* (2nd ed.). Austin: Texas School for the Blind and Visually Impaired.

Using this Manual

For the purpose of this manual, we assume that as facilitator you will be responsible for most (if not all) of the following:

- planning and advertising the workshop/class,
- arranging for equipment and technology,
- conducting the workshop/class and evaluating its effectiveness.

This manual is designed to help you accomplish the above activities. Some information will be relevant to your situation; other information will not. You should feel free to use the parts of this manual that may be helpful to you.

What You Should Know

As facilitator for LMA workshops, it will be important that you are completely familiar with the process of learning media assessment. Furthermore, you should feel completely comfortable with the PROJECT LMA materials and the questions that you suspect might arise from the videotapes and the case studies used within the videotapes and CDs.

It will be helpful if you have conducted several learning media assessments yourself. Your experience and comfort with the material will help participants feel more confident about your instructions and will encourage them to ask questions and engage in discussion.

You should go through the videotapes and CDs independently or with a colleague prior to facilitating the workshop to help you anticipate questions and concerns. You should also thoroughly familiarize yourself with the material included in this manual so that you can use it most efficiently.

Section I
Planning and Advertising the Workshop

This section of the of the facilitator's manual will help you plan and advertise your workshop or university class. This section discusses the following:

- Description of presentation options, including large-group instruction, large/small group instruction, and independent study;
- Workshop formats, including half-day, one-day, and two-day sessions, and sample workshop agendas;
- Information for workshop flyer and sample flyer;
- Suggestions for use in university classes;
- Suggestions for establishing checkout procedures.

Description of Presentation Options

We believe that these materials can be used in a variety of presentation formats. Listed below are three typical formats for presenting the PROJECT LMA materials.

Large Group Instruction

Large group presentations are often the most effective way to share this information with as many people as possible in a controlled period of time. Large groups of teachers often gather for state or regional conferences. While large-group instruction does carry with it some limitations—such as the inability to check individual understanding of the material—we believe that such a presentation can have useful benefits.

When presenting to large groups, use a computer and multimedia projector to lead the entire group through the process together, facilitating discussion and allowing comments and questions along the way. We have used group LMA instruction in large auditoriums or in small conference rooms. When planning this type of workshop, you should carefully consider the make-up of your audience.

Group presentations do not lend themselves to use of the audio-narration feature of this program (see Section II for a description of this feature), since it slows the pace of the workshop. Therefore, if you have a participant who is visually impaired in your workshop, you will need to verbalize the information on each screen and provide descriptions of video clips. This will allow you to read at a faster pace than the audio narration, to omit information on keystrokes, and to include appropriate comments as you go along. If you are uncomfortable with this approach, you may prefer to use one of the next two options.

Combination Large/Small Group Instruction

It might be possible in some situations to provide both large and small group opportunities to work through the material in this program. Typically the videotapes are shown in a large group setting. Then a computer and a multimedia projector are used to introduce the interactive case studies and, perhaps, model the procedure with a selected case study. After the introductory session in the large group,

participants can break off into smaller groups (3-5 people), which allows them to work at their own speed and engage in small-group discussions and interactions. Ideally, a large-group follow-up session provides the culminating activity, allowing participants to engage in a lively discussion of the interactive case studies. This also allows any remaining questions to be asked about the procedures.

You may think that having an individual computer for each participant is the ideal situation. However, we found in the field trials of the PROJECT LMA materials that this is not the case. When participants work alone at separate computers, there is little interaction about the case studies. Since discussion and interaction are vital to learning the process of learning media assessment, we believe that working in small groups around a computer is the ideal set-up.

Independent Study

A third option for using the PROJECT LMA materials is independent study. Since we believe that the interaction and discussion among participants is crucial to learning the LMA process, we do not advocate the use of this option. However, we acknowledge that sometimes it is not possible for inservice teachers to assemble in one place at a given time to learn these procedures. Given the growing trend in personnel preparation to Internet-based or self-study courses, it is likely that college students will be one of the most common audiences for the independent-study option.

If you choose to use the PROJECT LMA materials for independent study, you will need to develop a structured self-study unit that presents the sequence and activities you expect the student or participant to complete. You probably will find the "Step-by-Step Workshop Guide" in Section III very helpful. While this guide is geared to the workshop leader, it could be easily modified into a self-study unit. You will want to consider carefully the procedures you will use for checking out materials; we have included some ideas at the end of this section.

When participants use the independent-study option, we encourage you as the facilitator of this learning to use some strategy for allowing group interaction as a follow-up activity. Options may include an in-person meeting, telephone conference call, interactive video teleconference, or discussion via a listserve or an Internet chat session.

Workshop Formats

Half-Day Introductory Workshop

An introduction to learning media assessment can be conducted in a one to three hour workshop. This type of workshop would be appropriate for a presentation at a conference or a presentation for parents or paraprofessionals who might work with the teacher of students with visual impairments to conduct learning media assessments.

An introductory workshop is not sufficient to fully prepare teachers to conduct comprehensive learning media assessments, but might be useful as an overview in some situations. A sample agenda for such a three-hour workshop follows. Section III of this manual contains an annotated agenda that might help you as you plan your presentation.

Learning Media Assessment

Half-Day Workshop Agenda

9:00-9:15	Introductions
9:15-9:30	Overview of learning media assessment
9:30-10:15	Documenting use of sensory channels and guided practice
10:15-10:30	Break
10:30-11:00	Initial selection of literacy media
11:00-11:30	Continuing assessment of literacy media
11:30-11:50	Learning media assessment for students with additional disabilities
11:50-12:00	Questions and discussion

One-Day and Two-Day Workshops

One-day and two-day workshops are sufficient to take participants through the entire process of learning media assessment. While one day workshops are often most convenient for teachers in terms of school calendars and schedules, they do not provide quite enough time to present the procedures, provide practice time, and allow discussion of issues arising from the practice.

Two-day workshops are more relaxed and allow for presentation, practice and discussion. In addition, during most two-day workshops, there is time to link the process of learning media assessment and the decisions that are made through this process to daily issues in literacy instruction. Furthermore, two-day workshops allow a period of time at the end for presentation of case studies by participants. If you choose this option, be sure to notify participants in advance so they will bring video clips or other information to use in presenting their case studies.

Arranging a follow-up session several months after a one- or two-day workshop can be a very productive and helpful strategy. This gives participants time to conduct learning media assessments and to compile questions or issues they want to discuss. You might ask participants to bring in video and text case studies of students to present to the group. This kind of activity and the resulting interaction with one's colleagues will help to assure that the process of learning media assessment is truly integrated into one's professional practice.

Sample one- and two-day workshop agendas can be found on the following two pages. A step-by-step guide to conducting workshops that may help you prepare more fully for your presentation can be found in Section III of this manual.

Learning Media Assessment of Students with Visual Impairments

One-Day Workshop Agenda

8:30–9:00 a.m.	Registration
9:00–9:15 a.m.	Greetings and introductions
9:15–9:30 a.m.	Overview of learning media assessment and issues
9:30–10:15 a.m.	Documenting use of sensory channels
10:15–10:30 a.m.	Break
10:30–11:30 a.m.	Documenting use of sensory channels (continued)
11:30–12:00 p.m.	Selecting general learning media
Noon–1:00 p.m.	Lunch
1:00–1:45 p.m.	Selecting the initial literacy medium
1:45–2:45 p.m.	Conducting continuing assessment of literacy media
2:45–3:00 p.m.	Break
3:00–3:45 p.m.	Learning media assessment for students with additional disabilities
3:45–4:00 p.m.	Questions and discussion; Wrap up

Learning Media Assessment of Students with Visual Impairments

Two-Day Workshop Agenda

Day 1

8:30–8:45 a.m.	Registration
9:00–9:15 a.m.	Greetings and introductions
9:15–10:15 a.m.	Overview of learning media assessment
10:15–10:30 a.m.	Break
10:30–11:45 a.m.	Documenting use of sensory channels (modeling)
11:45–1:00 p.m.	Lunch
1:00–2:00 p.m.	Documenting use of sensory channels (practicing)
2:00–2:15 p.m.	Selecting general learning media
2:15–2:30 p.m.	Break
2:30–3:45 p.m.	Selecting the initial literacy medium
3:45–4:00 p.m.	Questions and discussion

Day 2

8:30–8:45 a.m.	Review and questions related to yesterday
9:15–10:15 a.m.	Conducting continuing assessments
10:15–10:30 a.m.	Break
10:30–11:45 a.m.	Conducting continuing assessments (continued)
11:45–1:00 p.m.	Lunch
1:00–2:30 p.m.	LMA for students with additional disabilities
2:30–3:00 p.m.	Break
3:00–3:45 p.m.	Participants' presentations of case studies
3:45–4:00 p.m.	Questions and discussion

Information for Workshop Flyer

Abstract

Learning Media Assessment is an objective process of systematically selecting learning and literacy media for students with visual impairments. This workshop will prepare participants to conduct Learning Media Assessments at two levels: initial selection of literacy media for students who have not yet begun a formal literacy program and continuing assessment for students who have already begun to learn to read and write. Participants will be given the opportunity to practice decision-making through the use of a multimedia interactive program that contains case studies addressing a variety of issues.

Workshop Goals

1. Participants will be able to observe and rate student behaviors according to the student's use of sensory information.

2. Participants will be able to summarize relevant information regarding a student's educational profile as it relates to literacy issues.

3. Participants will be able to use summarized information to make informed decisions on literacy recommendations.

4. Participants will be able to analyze the impact of additional disabilities on literacy recommendations.

Designing the Flyer

The above information can be incorporated into a flyer to advertise your workshop. You need to include other information, such as the date, time, and location of the workshop, as well as how to register. A sample flyer is presented on the next page.

Learning Media Assessment of Students with Visual Impairments: A Workshop for Teachers

October 25
Texas School for the Blind
9:00am-3:30pm

Description

This workshop will prepare participants to conduct Learning Media Assessments at two levels: Initial Selection of Literacy Media and Continuing Assessment. Participants will be given the opportunity to practice decision making through the use of a multimedia interactive program that contains case studies addressing a variety of issues.

Goals

1. Participants will be able to observe and rate student behaviors according to the student's use of sensory information.
2. Participants will be able to summarize relevant information regarding a student's educational profile as it relates to literacy issues.
3. Participants will be able to use summarized information to make informed decisions on literacy recommendations.
4. Participants will be able to analyze the impact of additional disabilities on literacy recommendations.

Location: Texas School for the Blind
1100 West 45th Street
Austin, Texas 78756

Contact: Texas School for the Blind
(555) 555-5555

Registration must be received by October 20.

Suggestions for Use in University Classes

University students in preservice programs acquire skills in learning media assessment as part of the curriculum needed to become teachers of students who are visually impaired. We believe that it would be best for students to have knowledge and skills in the following areas before studying the processes of learning media assessment:

- general knowledge and skills in assessment of student learning,
- specific techniques for using observation as an assessment tool,
- an understanding of the term "observable behavior,"
- knowledge of the braille code and strategies for teaching reading and writing to students in braille literacy programs,
- knowledge of medical aspects of blindness (e.g., implications of progressive eye conditions).

The schedule of university classes usually does not allow entire day-long workshops, but rather restricts class presentations to specific time periods (e.g., one- or three-hour blocks). If possible, it may be helpful to schedule a one- or two-day workshop on learning media assessment that would be held in addition to, or instead of, class time. If this is not possible, university instructors may wish to consider the following suggestions:

- Present information about learning media assessment in class using either didactic instruction or by showing the PROJECT LMA videotapes. Discuss issues and questions arising from the videos, and demonstrate the interactive CDs in a group. Then ask students in pairs or groups of three to work through the case studies outside of class time in the library or computer lab. (See suggestions for establishing check-out procedures on page 20.) Students should then bring specific questions to class for discussion.

- Arrange LMA topics to fit into your class schedule. For example, if you have 3-hour blocks of instructional time each week, you might use the following sequence:

Week 1: Introduction to learning media assessment; initial selection of the literacy medium

Week 2: Continuing assessment of literacy media

Week 3: Learning media assessment for students with additional disabilities.

- Link presentation of this material with practicum experiences to provide immediate opportunities for real-life practice. For example, assign university students to conduct an observation of sensory channels on one or more children with visual impairments in school settings. Then schedule class time for discussion of these observations. After each class session focusing on learning media assessment, make sure that students have a chance to practice the procedure in a real-life situation. At the end of the time devoted to this topic, university students will have gained both the content knowledge and practice in conducting learning media assessments.

- If this topic is being addressed at a time other than when a practicum assignment is possible, you may want to consider linking students with mentor teachers who will provide opportunities for students to participate in observation or assessment.

Suggestions for Establishing Check-Out Procedures

In some cases, it may be necessary to provide a check-out option for participants to use the materials in this program. Such an arrangement will be needed if university students are assigned to work through the case studies in the interactive CD programs outside of class time or if an independent-study option is used. The following suggestions relate to the development of checkout procedures:

- Establish a checkout procedure with clear expectations. You might want to try using library procedures that indicate clearly when the materials must be returned.

- Ensure that each participant has appropriate computer equipment to run the interactive CDs. (See specifications for computers to run the interactive programs on pages 25 and 26.)

- Copy the directions for running the interactive programs—either for the Mac or the IBM—and give a copy to each participant. (See the directions pages 25 through 27.)

- Discuss with the participant the goals and objectives of the program before checking out the material.

- Try to check the material out to pairs or small groups of participants who can go through the procedure together whenever possible. This will allow for important interaction and discussion of the case studies.

- Establish a time schedule that would allow participants who have checked out materials to get in touch with you by phone or email to discuss issues and questions.

- Provide some mechanism for a follow-up visit (e.g., telephone call, in-person meeting) after the materials have been checked out to address each participant's unique situation and needs.

- Check to see that all of the materials are returned in good working condition. Discard and replace CDs that may have been damaged during use, and rewind videotapes for the next participant.

Section II
Arranging Equipment and Technology

This section of the facilitator's manual will help you arrange the physical environment and equipment needed for your workshop. Included in this section are the following:

Room arrangements,

Equipment and computer needs,

Suggestions for back-up plans in case of technology failure.

Room Arrangements

When planning the physical arrangements for your workshop keep the following in mind:

- Consider the comfort of participants when arranging a room for your presentation. Make sure that the room is big enough for people to easily move around, so that they can see the video monitor and screen if you are using this equipment.

- When arranging the room for small group computer use, consider the location of the computers. Since it will be important that each group be able to hear their own computer and not be distracted by the sound from another computer, make sure that the room is big enough to spread out the computer stations.

- It may be helpful in some situations to arrange for computers to be in breakout rooms so that each computer is in a separate location. This will allow for lively discussion and interactions within each group without disrupting others.

- External speakers or individual headphones for each computer in use may be helpful if all of the computer stations are in the same room.

- Arrange computers so that you have a clear path between them. It will be important for you to be able to walk around the room to spot check small groups, to make sure that questions and concerns are addressed as they occur, and to facilitate interactions if necessary.

- Adjust lighting and curtains or miniblinds to prevent glare on computer screens. Encourage participants to take appropriate steps to increase their individual comfort in working at the computers.

- Arrange computers to allow sufficient room around the computer for someone to "mouse" comfortably either on the left or the right (depending on handedness) and for others to sit comfortably in a semicircle while still seeing the screen.

- Have several clipboards available if possible, since participants will need to write on forms and take notes as they work through the interactive CD programs.

- When using a computer and projection system with a large group, make sure that your external speakers are strong enough to ensure that everyone in the group can hear the video clips.

- Use a large-screen monitor when showing the videotapes to help large groups gain comfortable access to the information.

Technical Information on the Interactive Programs

The interactive programs were designed and developed on the Macintosh, and we recommend that you use Macs in your workshops and classes whenever possible. The CDs will run on IBMs and IBM-compatible computers, though there are some additional steps that you need to take in launching the program. Regardless of the type of computer you use, we strongly advise you try out the CDs on your computer(s) prior to your class or workshop. Starting out a session with technology problems will detract from your instruction.

The CDs contain video clips of students with visual impairments, and QuickTime is needed to run these clips. QuickTime is part of the system software for the Mac, but not for the IBM. See the special notes on QuickTime for each type of computer in the next two sections.

The information on the next two pages provides the specifications for the Macintosh and for IBM and IBM-compatible computers with Windows. We recommend that you pay particular attention to the speed and RAM requirements. Also, directions are included for launching the programs.

Using CDs on Macintosh

Requirements

Feature	Minimum	Preferred
Type of Mac	Power Macintosh	
Operating System	System 7.5.2	System 7.5.2 or higher
Speed	120 MHz	200 MHz
RAM	32 mb	64 mb
Monitor	15-inch RGB	17-inch RGB
Video Output	256 colors; 640 x 480 pixels	Thousands of colors; 640 x 480 pixels
CD-ROM Drive	8x	20x
QuickTime Software	QuickTime 2.0	QuickTime 2.0 or higher
Speakers		External

QuickTime

Make sure QuickTime is activated. Go to "Control Panels" under the Apple menu and select "Extensions Manager." Scroll down under "Extensions" and be sure that QuickTime is checked. If not, click the box and restart your computer.

Launching the CDs on a Macintosh

1. Insert the CD in your computer. A folder will automatically open with the program icon.

2. Double click on the icon. The program will automatically launch.

   Note: If you are using keystrokes (instead of the mouse) to control the program, press the Tab key and then press Command-O. These keystrokes in sequence will launch the program. To eject the disk after quitting, press Command-W and then Command-E.

Using CDs on IBM and IBM-Compatibles

Requirements

Feature	Minimum	Preferred
Type of PC	Pentium or 5x86 processor	Pentium MMX or 5x86 MX/MMX or higher
Operating System	Windows 95	Windows 95 or higher
Speed	120 MHz	200 MHz
RAM	32 mb	64 mb
Monitor	15-inch RGB	17-inch RGB
Video Output	256 colors; 640 x 480 pixels	Thousands of colors; 640 x 480 pixels
CD-ROM Drive	8x	20x
QuickTime Software	QuickTime 2.1 for Windows	QuickTime 2.1 for Windows or higher
Speakers		External

QuickTime

If QuickTime for Windows is not already on your computer, it must be installed prior to using the CDs. You can download it free of charge from the Apple website. Go to www.apple.com/quicktime and follow the links to QuickTime for Windows. Then follow the directions to download and install QuickTime on your computer. Be sure to ask a technology expert at your school to help if you have problems.

Launching the CDs on an IBM or IBM-Compatible

1. Insert the CD in your computer.

2. Click on the "Start" menu and click "Run."

3. Type in the letter for your CD drive (usually "d"), colon, backslash, and the program/disk name as indicated in the following chart:

If you want to launch...	Type in...
Program 1, Disk 1	d:\program_1_disk_1
Program 1, Disk 2	d:\program_1_disk_2
Program 2, Disk 1	d:\program_2_disk_1
Program 2, Disk 2	d:\program_2_disk_2
Program 3, Disk 1	d:\program_3_disk_1
Program 3, Disk 2	d:\program_3_disk_2
Program 4	d:\program_4

4. Press the return key or click "OK" and the program will launch.

Notes:

a. If the CD in your computer is not designed as "d", you must substitute the appropriate letter for "d" in the above chart. To find its designation, click on the "My Computer" icon and note the appropriate letter designation for the CD drive.

b. If you are using keystrokes (instead of the mouse) to control the program, press "Alt-S" and then "R." Then type in the information from the box above, and press return.

Using Audio-Narration and Keystroke-Command Features

The interactive CD programs have two built-in features to assure accessibility for persons who are blind or visually impaired. First, all of the information on the computer screen is audio narrated using human (not synthesized) speech. Also, verbal descriptions of video clips are provided prior to each segment. Second, a keystroke command is available for each button throughout the program. This feature allows participants to navigate through the program using the keyboard rather than relying on the mouse. These features are easy to use, do not require special computer skills or use of access technology, and work on both the Mac and IBM computers. Here is all you need to know about the audio narration feature:

- The audio narration feature starts automatically when the program is launched. The first screen will be narrated, and the program advances automatically to the second screen. The second screen provides a brief overview of the audio narration feature and then provides an option of either learning more about this feature or going directly to the main menu.

- Starting at the main menu, the audio narration can be toggled on and off by pressing the space bar once. The audio narration on a screen can be repeated by pressing the spacebar twice.

- If the audio narration feature is being used, all of the information on the screen will be read. Buttons will be read aloud, and then the keystroke that is needed to activate the button will be stated. For example, the narration may say "One, visual functioning, press one" or "Go back, press b." If keystrokes are being used to navigate the program, simply press the key as specified in the narration.

- If the audio narration feature is being used, description of video clips will be provided as part of the screen narration. These descriptions are preceded with the words "video preview." This information is not presented as text on the screen, nor is it possible to turn off the video preview without turning off the narration entirely.

- The audio narration can be interrupted on a screen by hitting a button or keystroke before the narration ends.

A Just-in-Case Page

"What if it doesn't work?" This is undoubtedly one of the most frightening thoughts that you might have as you are planning a workshop that uses technology. If you carefully arrange and test your computers (according to the specifications on pages 25 and 26), we expect that your workshop will go smoothly. But we also know that it is reassuring to have some back-up plans...just in case! So, below are a couple of suggestions of activities to substitute for the interactive programs in the event of computer trouble:

- Keep a couple of videotapes of raw footage of students with you to practice "Use of Sensory Channels" observations. When using continuous videotape it will be helpful for you to have a remote control for your VCR. This will make it easier for you to pause the videotape after each discreet behavior.

- Have participants bring videotapes of actual students to discuss and analyze. Be careful to get permission from the students' parents and others involved to ensure confidentiality.

- Bring completed LMA forms to discuss in decision making. If this option is being used, it may be helpful to divide a large group into smaller groups so that participants can discuss data as would be discussed in a meeting of a student's educational team. Following small group discussion, reports of smaller groups can be made to the larger group with a discussion about the difficult parts of the decision and any differences between small groups.

Section III
Conducting the Workshop or Class

This section addresses issues that you will face as you introduce and present the material and facilitate discussion about the content of the videotapes and interactive programs. The following will be addressed in this section:

- Preparation checklist;
- Step-by-step workshop guide, including a detailed discussion of each of the four major units of instruction;
- Teaching tips for videotapes;
- Teaching tips for interactive programs;
- Observation techniques for participants who are blind;
- Handling disagreements;
- Pacing your workshop;
- Handling technology problems;
- Evaluating the workshop, including a sample evaluation form.

Preparation Checklist

Your workshop or class is approaching rapidly! As always, your planning been outstanding. But have you done everything you need to do? Have you...

☐ read through the LMA book?

☐ studied this manual thoroughly?

☐ previewed videotapes?

☐ previewed interactive programs?

☐ arranged for equipment and room?

☐ checked carefully each computer and CD you plan to use?

☐ duplicated handouts?

The upcoming sections will provide more advice for conducting your workshop. These topics relate specifically to instruction and to what needs to occur during the workshop itself.

Step-by-Step Workshop Guide

The following presents the typical sequence for an LMA workshop. We have added notes that may help you plan and implement your own workshop. You need to examine this agenda carefully and make changes that you feel are necessary to accommodate the needs of your particular audience and time constraints. The suggestions included in this annotation address the appropriate time to insert videotapes and interactive programs, and also include some information about resources available to you to address each section. After you have conducted your first LMA workshop, you will be able to add to these suggestions.

In the following section, we provide details on presenting the four major units of instruction. But we want to start with three important, but often overlooked, parts of a workshop.

Registration and Coffee

It is important to allow some time at the beginning of your workshop for teachers to visit with each other. This will be especially important at state or regional meetings that reunites colleagues who have little opportunities for professional interactions. Also, you want to have an opportunity to greet participants and make them feel welcome.

Greetings

If you are having workshop participants introduce themselves, you may want to encourage them to tell a little something about the students with whom they work and express any questions they have or experience they have with learning media assessment.

Breaks

At the beginning of your workshop, tell participants when they can expect to have breaks. Then, of course, you need to stick to your schedule! Given that workshops are generally of the day-long variety, everyone will be at their best with occasional breaks. If you have participants working at individual computer stations, tell them that they are free to take breaks at any time.

Unit 1: Introduction to Learning Media Assessment

Read in advance:	LMA Resource Guide, Chapter 1
Show video:	Video 1: Introduction to Learning Media Assessment (15 minutes)
Complete workbook:	Video notes, page 5–8 Video reflections, pages 9–10

This short section of the workshop is used to establish the purpose of learning media assessment, the importance of using the process on an ongoing basis, the major phases and components of the assessment, and the basic terminology. Also, this is an ideal time to address issues related to learning media assessment and to discuss any specific provisions of your state's braille bill (if any). Since the 1997 IDEA provision on braille instruction was incorporated after the video was made, you will need to take some time to discuss those requirements. For your information, this amendment is as follows:

IDEA Provision on Braille Instruction

Required considerations of IEP. In developing the IEP, the team must consider "special factors":

iii. in the case of a child who is blind or visually impaired, provide for instruction in Braille and use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child. [Section 1414(d)(3)(B)(iii)]

Unit 2: Initial Selection of the Literacy Medium

Read in advance:	LMA Resource Guide, Chapter 2, 3, and 4
Show Video 2:	Selection of Initial Literacy Medium (35 minutes)
Complete workbook:	Video notes, page 5–8 Video reflections, pages 9–10

The first major unit in the workshop is composed of three procedures: (a) documenting the student's use of sensory channels, (b) selecting general learning media, and (c) selecting the initial literacy medium. Video 2 presents the basic procedures for each of these components. Immediately after viewing and discussing the video, proceed to the sub-unit on documenting use of sensory channels.

A. Identifying Sensory Channels

Present CD:	Interactive Program 1: Identifying Sensory Channels (90–120 minutes)
Complete workbook:	Blank forms for independent and real-time practice, pages 31-40

Video 2 presents the basic steps in documenting a student's use of sensory channels and provides an extensive modeling sequence. If you choose not to show the video, then you will need to provide a similar type of modeling, using either raw video footage or one of the guided-practice case studies from Interactive Program 1. Participants need to be shown how to identify a discrete behavior, to make quick judgments about the student's use of sensory channels, and how to code this information on Form 2.

Interactive Program 1 provides practice for participants on gathering data about a student's use of sensory channels. This program addresses the procedure used to complete LMA Form 2. Included in this program are case studies with three different levels of support:

- First, there are three case studies that use "Guided Practice." In the Guided Practice case studies, the student's behaviors are presented using small video clips of discreet behaviors and requesting response from participants. Coding is done on the computer screen. Remember to click once for the primary channel (to get a box) and click twice for the secondary channel(s) (to get a circle). Following participant response, immediate feedback is provided.

- Second, participants are provided "Independent Practice" which includes discrete behaviors and allows participants to replay behaviors as often as necessary. Participants are asked to complete a blank copy of LMA Form 2 as they watch the behaviors but must wait for feedback until completion of the entire form. Blank forms are included in the Participant's Workbook.

- Third, participants are presented with "Real-Time Practice." This includes videotapes that run in real-time of three students. Participants cannot stop and start the video at this level. They complete a blank copy of Form 2 as they watch the video. At the end of each case study, participants have an opportunity to compare their profiles to one coded by an "expert." Again, blank forms are provided in the Participant's Workbook.

B. Selecting General Learning Media

Refer students to Form 3 in the workbook or resource guide. Restate that the purpose of this form is to examine a student's needs for learning media that are more general than literacy media. There are no references to this form in Interactive Programs 2 or 3, so this is the only chance for participants to hear about general learning media.

This form was originally designed to address a specific requirement of the Texas Braille Bill. However, it may serve other purposes, such as to facilitate communication between regular classroom teachers and teachers of students with visual impairment.

C. Selecting the Initial Literacy Medium

Present CD:	Interactive Program 2: Selecting the Initial Literacy Medium (45–60 minutes)
Complete workbook:	Case study reflections for Mary, Benita, and Janie, pages 41–46)

Program 2 contains three complete case studies of students who are at the initial selection stage of literacy. Each case study has unique emphasis:

- Mary is a student who has rather obvious literacy media needs, but the point is made that all students have the right to, and will benefit from, a thorough learning media assessment.

- Benita appears to have obvious needs, but participants are cautioned not to jump to premature conclusions. She is a student for whom English is a second language (Spanish is her native language), and this factor must be considered in her learning media assessment.

- Janie's case study is more complex. She uses both tactual and visual information for learning, but one of these channels provides for more efficiency for completing near tasks and for activities related to literacy.

Unit 3: Continuing Assessment of Literacy Media

Read in advance:	LMA Resource Guide, Chapter 5
Show Video 3:	Continuing Assessment of Literacy Media (25 minutes)
Complete workbook:	Video notes, page 17–20 Video reflections, pages 21–22
Present CD 3:	Exploring Continuing Needs for Literacy Media (60–75 minutes)
Complete workbook:	Case study reflections for Tricia, Carlos, and Lee, pages 47–52

The primary purpose of Videotape 3 is to give participants information about the on-going process of Learning Media Assessment which occurs yearly from the time an initial selection has been made throughout a student's school years. Continuing assessment focuses on visual functioning, reading efficiency, academic achievement, handwriting, and literacy tools.

Interactive Program 3 also contains three case studies. All students are of middle school age, and each case study has a unique focus:

- Tricia is a student with a variety of literacy tools who reads braille as a primary literacy medium. She also reads some print. The focus of the assessment is whether additional literacy tools are appropriate for her.

- Carlos is a capable student with excellent potential, but in the past he has not received appropriate assessment to evaluate his literacy skills or literacy media needs. This is a powerful case study that is certain to promote ample discussion.

- Lee is a student who is a strong visual learner and efficient print reader. The focus of her assessment is whether print is still an appropriate primary medium and whether additional literacy tools are needed.

Unit 4: Students with Additional Disabilities

Read in advance:	LMA Resource Guide, Chapter 6
Video 4:	Learning Media Assessment of Students with Additional Disabilities (25 minutes)
Complete workbook:	Video notes, page 23–28 Video reflections, pages 29–30
Present CD 3:	Conducting Learning Media Assessments for Students with Additional Disabilities (45–60 minutes)
Complete workbook:	Case study reflections for Austin, Jamaal, Joseph, and Henry; pages 47–52

Videotape 4 addresses the process of selecting functional learning media for students who have visual impairments and additional disabilities. This videotape contains information about the entire span of learning media assessment for students with additional disabilities including collecting data: sensory channels, readiness for a functional literacy program, functional learning media, and initial and continuing assessment of functional literacy media.

Interactive program 4 contains one complete case study (Austin) and three partial case studies. Each case study presents students who have unique, varied, and diverse needs:

- Austin is a preschool student with mental retardation and language delays who functions as a tactual learner. The focus is on whether he is ready to begin a functional literacy program.

- Henry is a young student with mental retardation and language difficulties. He has received literacy instruction with little success. The major focus of this case study is to determine the appropriate level of literacy instruction given other areas of need.

- Joseph is a young student with mental retardation and a physical disability. He is a tactual learner, and the question is whether to continue a functional literacy program in braille.

- Jamaal is an adolescent with mental retardation, physical disabilities, and a severe visual impairment. He is preparing to exit school for adult life. The focus of his assessment is to examine how literacy instruction should be used to enhance the transition from school to work.

Teaching Tips for Videotapes

- Introduce and establish the purpose for each videotape. Refer to the overview of each video on the preceding pages to help you prepare.

- Preview the questions in the workbook. This provides participants with information on what they should be listening for during the videos and will help to assure that they remember key points later on. You might encourage participants to jot notes on the workbook pages throughout the video.

- Refer students to the note-taking guide in the workbook. Some students like to jot notes while watching the videos. All of the text information that is presented throughout the videos is presented on the note-taking guides. There is also a space for participants to include their own notes, questions, and thoughts.

- Facilitate a discussion of the key points after viewing the video using questions in the workbook. The questions in the workbook can be used to help structure and facilitate this discussion. Be sure to ask participants for their views, regardless of whether they agree or disagree with the views presented on the video.

- Provide links to real practice. Whenever appropriate, provide students with opportunities to practice or explore the procedures discussed in the videos (and applied in the CD programs).

Teaching Tips for Interactive Programs

- Read the chapters in the resource guide and view the video programs first. The interactive programs are designed to provide application of the procedures presented in the resource guide and videos. They were not intended to cover all of the content needed to understand the procedures. If you choose not to use the video programs, then you will need to present the procedures via lecture, discussion, and/or modeling prior to using the interactive programs.

- Have students work in groups of 3 to 5, seated around the computer in a semicircle. We have found that placing students in small groups around the computer will facilitate a depth of analysis of the case studies that does not occur to the same extent when students work individually. Also, this level of interaction among the students allows the teacher or facilitator to join in discussions quite naturally. This will allow you to probe for deeper understanding, clarify points, extend thinking, and so forth.

- Have one "mouser" in each group seated closest to the computer on the right or left (depending on handedness). Have others seated comfortably in a semicircle around the computer.

- Provide a brief introduction to each case study. Refer to the information on the preceding pages to help you prepare, but do not give away any "inside" information. Each case study (beginning in Interactive Program 2) begins with a brief description of the student.

- Allow students to work within their small groups or in pairs, and encourage discussion throughout the program. If you find a group is stagnating, prompt them with a question or thought that will promote discussion and interactions.

- Have students jot notes in the workbook during and/or after working through the program. If you are going to have a discussion afterwards (which we strongly recommend), these notes will help to facilitate the discussion.

- Engage participants in a lively discussion of each case study. Generally, only a minimal prompt is needed to start the discussion. Also, you can use the workbook "reflections" as appropriate.

Observation Techniques for Participants Who are Blind

Teachers of students with visual impairments who are themselves blind or visually impaired often have individual techniques for conducting observation-type tasks required to complete their responsibilities. The techniques that are used are varied and depend on the individual preferences of each teacher. Below are some suggestions for observation. They should not be seen as comprehensive, and each participant should be encouraged to use the technique that is most helpful to him or her.

- Use coworkers for observation. Teachers who are blind or visually impaired may ask co-workers to complete observations. Many report that they will "switch" responsibilities with other teachers that allow each teacher to use his or her strength. If someone else conducts the observation for a teacher who is visually impaired, the teacher must follow-up with specific examination of the observation that has been conducted as well as specific questions which address the results.

- Use videotapes and go through taped behaviors with a sighted co-worker asking questions along the way. This will prevent any disruption that might occur if the questions were asked in the classroom during typical activities.

As described earlier, the interactive CD programs have "video previews" presented auditorally prior to each video clip. These previews provide the participant with advanced information about what is happening in the video clip and then allows him or her to view the clip without interruption. This format obviously is for instructional purposes only, as such "previews" are not possible in the real world. An audio description can occur simultaneously or afterwards in live observations.

During the workshop or especially in college classes, participants who are blind should be allowed to use whatever techniques or strategies they choose to gather information from observations. If they ask for assistance, you might offer one or both of the strategies mentioned above.

Handling Disagreements

In each of the workshops that we have conducted, we have had some professional disagreements among participants. Disagreements are to be expected and actually can promote deeper thinking of the process of learning media assessment. When disagreements occur in a workshop, consider the following:

- Remember that one of the key purposes of this workshop is to promote reflective thinking and critical analysis skills. Voicing differences of opinions allows participants to think through their own views and how those views influence the process of learning media assessment and literacy instruction.

- Do not focus too much time on disagreements. Allow each person to express his or her own thoughts and then go on with the workshop. Disagreements should be tolerated and respected. However, avoid prolonged, negative discussions that may taint the remainder of the workshop.

- When conducting an observation of sensory channels, it is not necessary or even important for participants to agree on every item, though the overall profile of the student should be similar. Never count the number of V, T, and A's that are boxed or circled, as this may promote disagreement. Look at the overall profile to determine the probable primary and secondary channels. Remember that during real-time practice, you may be observing a behavior while someone else is rating a behavior; then while you are writing, someone else may be observing. Therefore, completed observation forms likely will look different. Again, look at the *overall* profile; never conduct a microscopic analysis of the individual elements.

Pacing Your Workshop

- Get participants involved quickly. One helpful strategy is to have participants introduce themselves and then give some additional information, such as how much experience they have had with learning media assessment or what they need to learn most from the workshop. This information can be invaluable to you in fine-tuning the focus of your workshop. Also, this kind of opener sets the stage for full participation by the participants, rather than encouraging them to be only listeners.

- Read your audience. Continually look for signs that participants are following and understanding you (heads nodding, attentiveness, pertinent questions asked) or that they are confused (frowns, blank stares, whispering to neighbors, inattentiveness). Periodically ask participants whether they have questions or comments. Take time to clarify points, elaborate as needed, or reteach critical content. If necessary, change the direction of your workshop to best address the needs of your specific audience.

- Take breaks as planned or when unique situations arise. Participants will be at their best during full-day workshops if they feel a sense of structure to the day. Knowing when they can expect a break is very important, but you need to stick to your schedule! Also, take breaks if a unique situation arises, such as when you have an unexplained technology problem and need some time to explore solutions. If possible, arrange for coffee and snacks to be served in a separate area, so participants will have a chance to interact with others outside of their small groups.

- Change focus for a few moments. If you find participants need a short break in the planned schedule, take time to introduce something related, but unplanned. For example, you might tell a story about a student with whom you worked that will make an important point or address an issue that relates to learning media assessment or literacy instruction.

- Mingle and "hover" during small-group time to see that participants are engaged in the case studies and that they understand important points. Ask leading or thought-provoking questions if you find a group that is not engaged in productive interactions. Use this time to clarify points, add additional content information, or offer another point of view. Use your mingling and hovering to facilitate learning, not to dominate the small groups. If you identify issues of importance to all participants, bring these up during large-group discussion time.

Handling Technology Problems

- Try to avoid as many problems as possible by being very well prepared and familiar with the programs. Be sure that you have tried out the computers you will be using during your workshop and that the video clips are working. Refer to pages 25–27 for technical information on computer requirements and running the interactive CD programs.

- Make sure that you arrive at the workshop location early, so you can make sure that the technology is working. Then you will be free to greet the participants as they arrive, without worrying about whether the technology is working.

- Have participants take an unscheduled break if you encounter technology problems in the middle of a workshop and you cannot solve the problem quickly. This will allow you time to try to solve the problem without being under the scrutiny of many watchful eyes.

- Have a back-up computer and an extra set of CDs on hand. Then if you have trouble, try three things in the following order. Restart the computer and relaunch the program first. If you computer meets the specification mentioned on page 25 (for the Mac) and page 26 (for the IBM), restarting the computer generally will solve your problem. If that does not work, change CDs and relaunch the program. If that does not work, switch to your back-up computer.

- Have a multimedia projector in case you need to change to a group presentation format. If you are set up with multiple computer stations and you are having difficulty with too many of them, you might want to switch to a group presentation.

- Have a technology expert on call. If possible, arrange for a technology expert to be in the room at the beginning of your workshop to help make sure all of the computers and equipment are working properly. If this is not feasible, then see if you can have a technology expert on call to assist you. Ideally, get someone in the building who can assist in person at a moment's notice. Or, if that is not possible, then have someone you can reach by phone for consultation.

- When all else fails, go to the infamous "Plan B." We provided some "just-in-case" suggestions on page 29. Being able to switch to a back-up plan obviously requires preplanning. The bottom line is *be prepared!*

Evaluating the Workshop

Finally, you will want to evaluate your workshop to determine if you should make any changes in future workshops. On the following page is a short evaluation form. Feel free to copy this one or revise it to meet your needs.

After the workshop, compile the results from the evaluation. Pay particular attention to the written comments, as these are often the most helpful in planning and improving future workshops. Guard against taking negative comments personally; turn such comments into positive actions that will improve your next workshop.

PROJECT LMA Workshop Evaluation

Location: _____

Please rate the following aspects of this workshop. Space is provided for comments. **(1 = low; 5 = high)**

Comments

Physical arrangements were comfortable.

1 2 3 4 5

Technology was in place and helpful.

1 2 3 4 5

Content was relevant to my teaching situation.

1 2 3 4 5

Written materials were helpful.

1 2 3 4 5

Instructor was clear and knowledgeable.

1 2 3 4 5

Workshop has increased my skill.

1 2 3 4 5

What was the most positive feature of the workshop?

_____

_____

What changes would improve this workshop?

_____

_____

What ideas do you have for future workshops on related topics?

_____

_____

Participant's Workbook

Following is a loose-leaf copy of the participant's workbook that is ready for mass duplication. You may choose to copy the entire workbook or select only the pages you intend to use in your workshop.

You have permission to duplicate this workbook for use in your workshop or college classes, and you do not need to ask for additional permission from Texas Tech University or the Texas School for the Blind and Visually Impaired. The copyright page includes a statement of permission. If you choose to copy only selected pages, then we ask that you include the copyright page or prepare a similar written statement for the cover of your handout. If you choose to copy only the blank assessment forms, then please include a reference to the Texas School for the Blind and Visually Impaired.

PROJECT L·M·A

Learning Media Assessment of Students with Visual Impairments

Participant Workbook

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A workbook to accompany PROJECT LMA materials

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Permission is granted to duplicate any or all pages from this workbook provided that credit is given to Texas Tech University (pages 1 through 56) and to the Texas School for the Blind and Visually Impaired (pages 57 through 73).

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Overview

This workbooks accompanies the PROJECT LMA videotapes and interactive computer programs. The following components are included in the workbook:

- *Notes for each video program.* These pages accompany the four videotapes in the PROJECT LMA series. The left-hand column of each page contains the text as presented on each videotape, and the right-hand column provides a space for your personal notes.

- *Reflections and discussion worksheet for each video program.* These pages accompany each of the four videotapes. They will allow you to summarize information and to reflect on important issues.

- *Blank forms for interactive program #1.* These pages provide all of the blank copies of the Use of Sensory Channels form that you will need to complete Interactive Program #1. Four additional blank forms are provided for field practice.

- *Reflections and discussion worksheet for each interactive program.* These pages accompany the four interactive programs in the PROJECT LMA series. There is one reflections and discussion worksheet for each case study in Interactive Programs 2, 3, and 4.

- *Blank forms for learning media assessment.* These pages contain blank copies of LMA forms 1 through 11. These blank forms are provided for your personal reference as you study the process of learning media assessment.

The cross-reference sheet on the inside-front cover provides an overview of all of the materials in the PROJECT LMA series and how they interrelate. The series is divided into four units of study. To study each unit, read the appropriate chapter(s) from *Learning Media Assessment of Students with Visual Impairments* and view the accompanying videotape. Then you will be prepared to use the interactive programs to practice the learning media assessment processes. Use the materials in this workbook as appropriate or as assigned by your instructor to help study and apply the information presented in the videotapes and interactive programs.

Notes for Video Program #1

Introduction to Learning Media Assessment

Text from Video	Your Notes
Learning Media Assessment Overview Learning media assessment is an objective process of systematically selecting learning and literacy media for students with visual impairments. General learning media include both instructional materials and instructional methods. Literacy media include the range of tools for reading and writing in both print and braille. A conventional literacy program teaches academic literacy skills such as responding to literature and writing papers. A functional literacy program focuses on survival reading and writing skills needed for increased independence in daily life. **Components of Learning Media Assessment** 1. Document the student's use of sensory channels.	

2. Consider the student's use of general learning media.

3. Select the appropriate literacy media or medium.

Phases in Learning Media Assessment

1. Initial selection of the literacy medium.

2. Continuing assessment

   Is the initial decision of literacy medium still appropriate?

   What additional literacy tools should be taught?

The Team Process

Team Members

1. Teacher of students with visual impairments

2. Parents

3. Classroom teacher

4. Orientation and mobility specialist

Other Possible Team Members

1. Occupational therapist
2. Physical therapist
3. Eye care provider

General Principles for Learning Media Assessment

1. Decisions made on identified, individual needs of students.
2. Decisions reflect input from all team members.
3. Information is collected over time through diagnostic teaching.
4. Decisions address both present and future needs.
5. Decisions to teach additional literacy tools are made through continuous evaluation.

Reflections and Discussion for Video Program #1

Introduction to Learning Media Assessment

1. Summarize below the key points from the video.

   -
   -
   -
   -

2. How are your views similar to or different from those presented on this videotape?

3. Review the general principles presented at the end of the video (see workbook page 5). Do these principles reflect your own beliefs? What alternative principles would you propose? Provide a rationale.

4. Considering students you have observed or with whom you have worked, how will you begin to apply the information that was presented in the videotape?

5. If expense and time were not concerns, what coursework, professional development, or other experiences would you like to acquire on teaching reading and writing to students with visual impairments?

6. State a rationale for or against the following statement: *Learning media assessments should be conducted only for students in academic programs who will attain conventional literacy skills.*

Notes for Video Program #2

Initial Selection of the Literacy Medium

Text from Video	Your Notes
A diagnostic teaching approach is used to assure that students have received opportunities to use all of their senses for learning. **Forms Covered in Program 2** Form 2: Use of Sensory Channels Form 3: General Learning Media Checklist Form 4: Indicators of Readiness for a Conventional Literacy Program Form 5: Initial Selection of Literacy Medium **Components in Initial Selection** 1. Document sensory channels. 2. Select general learning media. 3. Select initial literacy medium. **Sensory Channels** 1. Select observation settings. 2. Include other team members.	

3. Record only observable behaviors.

4. Code continuous behaviors once.

5. Code sensory channels.

6. Record at least 15 behaviors.

7. Collect data until a consistent pattern emerges.

Interpreting Data from Form 2

General Learning Media

Initial Literacy Medium

Key Sources of Information for Selecting the Initial Literacy Medium

1. Use of sensory information

2. Working distances and size preferences

3. Implications of visual condition

4. Implications of additional disabilities

Professional judgment is the most critical element in interpretation of data.

Consider Student Profiles

Likely Candidates for Print Literacy Program

1. Uses vision to complete tasks efficiently.

2. Shows interest in pictures and demonstrates the ability to identify pictures or picture elements.

3. Identifies his/her name in print or understands that print has meaning.

4. Uses print to accomplish other prerequisite reading skills.

5. Has a stable eye condition.

6. Has an intact central visual field.

7. Shows steady progress in learning to use vision as necessary to assure efficient and comfortable print reading.

8. Is free of additional disabilities that would interfere with a conventional print reading program.

Likely Candidates for Braille Literacy Program

1. Shows a preference for exploring the environment tactually.

2. Efficiently uses the tactual sense to identify small objects.

3. Identifies his/her name in braille or understands that braille has meaning.

4. Uses braille to accomplish other prerequisite reading skills.

5. Has an unstable eye condition or poor prognosis for retaining current level of vision in the near future.

6. Has a reduced or nonfunctional central visual field which makes print reading inefficient.

7. Shows steady progress in developing tactual skills necessary for efficient braille reading.

8. Is free of additional disabilities that would interfere with progress in a conventional braille reading program.

Reflections and Discussion for Video Program #2

Initial Selection of the Literacy Medium

1. Summarize below the key points from the video.

   -
   -
   -
   -

2. How are your views similar to or different from those presented in this videotape?

3. What strategies would you use to resolve differences of opinion by team members in the process of selecting a student's initial literacy medium?

4. Considering the information needed in the initial selection process, how would you involve parents as integral members of the educational team in gathering this information?

5. What strategies would you use to resolve difficulties related to administrative concerns, such as scheduling, when a student's literacy needs are extensive?

6. State a rationale for or against the following statement: *Parents should have the right to choose the literacy medium or media for their child.*

Notes for Video Program #3

Continuing Assessment of Literacy Media

Text from Video	Your Notes
Is the initial literacy medium appropriate? What literacy tools should be added? **Forms Used in Continuing Assessment** Form 6: Continuing Assessment of Literacy Media Form 7: Literacy Tools Inventory **Components of the Continuing Assessment Process** 1. Visual functioning 2. Reading efficiency 3. Academic achievement 4. Handwriting 5. Literacy tools **Visual Functioning** **Eye Information** 1. Optometric evaluations 2. Opthalmological evaluations 3. Clinical low vision evaluations 4. Functional low vision evaluations	

Reading Efficiency

Reading efficiency = reading rate + reading comprehension

Select a published informal reading inventory.

Prepare passages in appropriate medium.

Collect data from both oral and silent reading.

Time passages with a stop watch.

Ask and score comprehension questions.

Continue testing to frustration level.

Calculate reading levels and reading rate.

$$\frac{\text{Number of words in passage}}{\text{Number of seconds spent in reading}} \times 60 = \text{wpm}$$

$$\frac{\text{Number of words in passage}}{\text{Number of minutes spent in reading}} = \text{wpm}$$

Collect reading samples with content materials. Collect data in alternate media if appropriate. Interpret data using sound professional judgment. Consider the magnitude of the gap in reading rates. Consider gains in reading efficiency from year to year. Plan appropriate course of action. **Academic Achievement** **Informal Data** • Informal reading inventories • Criterion-referenced tests • Chapter tests • Teacher-made tests • Observations and interviews **Formal Data** • Standardized tests • State-required mastery tests	

Handwriting

- Can the student communicate with himself or herself?
- Can the student communicate with others?

Literacy Tools

Interpret Findings Holistically

Guiding Questions

1. Is the student establishing solid reading and writing skills in an efficient medium?
2. Is the student acquiring a variety of literacy tools for efficiently completing tasks to meet **current** demands?
3. Is the student acquiring additional literacy tools for meeting **future** demands?
4. Is the student developing and using skills in making appropriate choices among communication options?

Reflections and Discussion for Video Program #3

Continuing Assessment of Literacy Media

1. Summarize below the key points from the video.

   -
   -
   -
   -

2. How are your views similar to or different from those presented in this video?

3. As students advance in school, their literacy options are often limited to gathering information through taped materials Do you agree with this practice? Why? How would you address this situation?

4. At what point should a change in the literacy medium be introduced for a student with progressive vision loss? What are the key pieces of information that you would gather to help make this decision? What role should the student have in making the decision?

5. Students in secondary school often exhibit a negative attitude toward use of adaptive literacy tools (such as live readers, CCTV). How would you encourage a student to choose and use the most efficient variety of tools to accomplish literacy tasks?

6. State a rationale for or against the following statement: *Students in secondary school need less literacy instruction than do students in the elementary grades.*

Notes for Video Program #4

Learning Media Assessment for Students with Additional Disabilities

Text from Video	Your Notes
Unique Considerations	
Preconceived ideas must not bias our decisions.	
Why conduct an LMA at all?	
Can the student best benefit from a conventional literacy program or a functional literacy program?	
How much time can be spent on developing literacy skills?	
Preconceived ideas must not bias our decisions.	
Key Points and Questions	
Keep all options open.	
Consider individual needs and abilities.	
Consider the goals of the reading program.	
Questions to Consider	
1. Will the student benefit from a literacy program given additional disabilities?	

2. Are there additional disabilities which would impede the student's ability to learn to read through conventional techniques?

3. To what extent and in what media will literacy skills be taught?

Forms Used for Students with Additional Disabilities

Form 8: Functional Learning Media Checklist

Form 9: Indicators of Readiness for a Functional Literacy Program

Form 10: Initial Selection of Functional Literacy Medium

Form 11: Continuing Assessment of Functional Literacy Media

Use a team approach.

Team Members
1. Parents
2. Teacher of students with visual impairments
3. Special education teacher
4. Physical therapist
5. Occupational therapist
6. Speech and language specialist
7. Others

Principles of Diagnostic Teaching

- Instruction and assessment cannot be separated in effective teaching.
- Students learn and develop as individuals, not as a group.
- Information gathered from assessment should be used immediately to change instruction to make learning more efficient.
- Systematic problem-solving techniques can be employed to explore areas in a child's development that are unknown.

Conducting a Learning Media Assessment for Students with Additional Disabilities

Sensory Channels

Observe the student during a motivating activity.

Consider the effects of medication on the student.

Work in conjunction with a physical or occupational therapist.

Schedule observations throughout the day.

Schedule at least one observation during unstructured time.

Functional Learning Media

Relate learning media to goals and objectives on IEP.

Readiness for a Functional Literacy Program

Functional Literacy Medium

Students with additional disabilities may be ready for an initial selection of literacy medium at any time during their educational career.

Questions Concerning the Need for a Functional Literacy Program

1. Would the student benefit from instruction in literacy skills for functional purposes?

2. Would functional literacy skills facilitate independent living and work skills?

3. Would the value of teaching functional literacy skills be justified given other areas of need?

Make systematic observations in a variety of settings.

Consider the student's use of sensory information.

Consider the student's working distances and size preferences.

Consider other relevant factors.

Professional judgment is the most critical element in interpretation of data.

Continuing Assessment

Is the functional literacy medium still appropriate?

Are additional literacy tools needed?

Reflections and Discussion for Video Program #4

Learning Media Assessment for Students with Additional Disabilities

1. Summarize below the key points from the video.

   -
   -
   -
   -

2. How are your views similar to, or different from, those presented in the video?

3. What strategies would you use to encourage parent participation in functional literacy activities for students with multiple disabilities?

4. Teachers and parents of students with visual impairments and additional disabilities often have unrealistic expectations—either high or low—in the area of literacy. Through the process of learning media assessment, how can you promote realistic expectations?

5. What do you feel is the appropriate role of the paraprofessional in providing literacy instruction for students with multiple disabilities?

6. State a rationale for or against the following statement: *If a student does not indicate an ability to develop functional literacy skills during the early school years, then teachers should abandon literacy instruction in favor of independent living skills.*

Blank Form for Interactive Program #1

Independent Practice: Mary

USE OF SENSORY CHANNELS

Student _____

Setting/Activity _____

Date _____ Observer _____

Observed Behavior	Sensory Channel		
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A

☐ **Probable Primary Channel:** 116

◯ **Probable Secondary Channel(s):** _____

Blank Form for Interactive Program #1

Independent Practice: Benita

USE OF SENSORY CHANNELS

Student _____

Setting/Activity _____

Date _____ Observer _____

Observed Behavior	Sensory Channel		
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
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_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A

117

☐ **Probable Primary Channel:** _____

◯ **Probable Secondary Channel(s):** _____

Blank Form for Interactive Program #1

Independent Practice: Janie

USE OF SENSORY CHANNELS

Student _____

Setting/Activity _____

Date _____ Observer _____

Observed Behavior	Sensory Channel		
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A

☐ Probable Primary Channel: _____

◯ Probable Secondary Channel(s): _____

Blank Form for Interactive Program #1

Independent Practice: Sandy

USE OF SENSORY CHANNELS

Student _____

Setting/Activity _____

Date _____ Observer _____

Observed Behavior	Sensory Channel		
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A

119

☐ **Probable Primary Channel:** _____

◯ **Probable Secondary Channel(s):** _____

Blank Form for Interactive Program #1

Independent Practice: John

USE OF SENSORY CHANNELS

Student _____

Setting/Activity _____

Date _____ Observer _____

Observed Behavior	Sensory Channel
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A

120

☐ Probable Primary Channel: _____

◯ Probable Secondary Channel(s): _____

Blank Form for Interactive Program #1

Independent Practice: Tricia

USE OF SENSORY CHANNELS

Student _____

Setting/Activity _____

Date _____ Observer _____

Observed Behavior	Sensory Channel		
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A

☐ **Probable Primary Channel:** 121

◯ **Probable Secondary Channel(s):** _____

USE OF SENSORY CHANNELS

Student _____

Setting/Activity _____

Date _____ Observer _____

Observed Behavior	Sensory Channel		
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A
	V	T	A

☐ **Probable Primary Channel:** _____

◯ **Probable Secondary Channel(s):** _____

USE OF SENSORY CHANNELS

Student _____

Setting/Activity _____

Date _____ Observer _____

Observed Behavior	Sensory Channel		
_____	V	T	A
_____	V	T	A
_____	V	T	A

USE OF SENSORY CHANNELS

Student _____

Setting/Activity _____

Date _____ Observer _____

Observed Behavior	Sensory Channel		
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A

☐ **Probable Primary Channel:** 124

◯ **Probable Secondary Channel(s):** _____

USE OF SENSORY CHANNELS

Student _____

Setting/Activity _____

Date _____ Observer _____

Observed Behavior	Sensory Channel
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A
_____	V T A

☐ **Probable Primary Channel:** _____

◯ **Probable Secondary Channel(s):** _____

Reflections and Discussion for Interactive Program #2

Case Study: Mary

1. Based on the information provided in the interactive program, do you agree or disagree with the decision to select braille reading and writing as Mary's primary literacy medium? Why? Provide a rationale for your decision.

2. What additional information would you have wanted to gather before making a decision on Mary's initial literacy medium? How would this information have helped you in the initial selection process?

3. Under what circumstances, if any, would it have been appropriate to base an initial decision on Mary's literacy medium solely on her clinical eye information? Would it *ever* be appropriate for *any* student? Why or why not?

4. How would the decision on Mary's primary literacy medium have been influenced if it were found that she could consistently locate large objects with the limited light perception she possesses?

5. How would the decision on Mary's primary literacy medium have been influenced if she had been found to have a IQ of 65 based on the verbal portion of the WISC-R?

6. Note below any additional reflections regarding Mary that you would like to discuss with your classmates or colleagues.

Reflections and Discussion for Interactive Program #2

Case Study: Benita

1. Based on the information provided in the interactive program, do you agree or disagree with the decision to select print reading and writing as Benita's primary literacy medium? Why? Provide a rationale for your decision.

2. What additional information would you have wanted to gather before making a decision on Benita's initial literacy medium? How would this information have helped you in the initial selection process?

3. What influence does the uncertainty about the stability of Benita's eye condition have on your decision? What strategies might you use to resolve this uncertainty?

4. How would the decision on Benita's primary literacy medium have been influenced if it were found that she had a progressive eye condition?

5. How would the decision on Benita's primary literacy medium have been influenced if she had limited proficiency in English?

6. Note below any additional reflections regarding Benita that you would like to discuss with your classmates or colleagues.

Reflections and Discussion for Interactive Program #2

Case Study: Janie

1. Based on the information provided in the interactive program, do you agree or disagree with the decision to select braille reading and writing as Janie's primary literacy medium? Why? Provide a rationale for your decision.

2. What additional information would you have wanted to gather before making a decision on Janie's initial literacy medium? How would this information have helped you in the initial selection process?

3. Some educators might suggest blindfolding Janie during literacy activities so she would not be able to use her vision to look at pictures. What are the advantages and disadvantages of this approach?

4. How would the decision on Janie's primary literacy medium have been influenced if it were found that she could visually identify large, familiar objects with fair accuracy and recognize her name when written in four-inch letters?

5. Since Janie has excellent early literacy skills, a school psychologist suggests that Janie's mother reduce the amount of time she spends reading with her daughter to allow more time for developing daily living skills. How would you respond to the school psychologist?

6. Note below any additional reflections regarding Janie that you would like to discuss with your classmates or colleagues.

Reflections and Discussion for Interactive Program #3

Case Study: Tricia

1. Based on the information provided in the program, do you agree or disagree with the recommendations to continue with braille as a primary reading medium? Why? Provide a rationale for your decision.

2. What additional information would you want to gather before making recommendations on Tricia's literacy media needs? How would this information have helped you in the continuing assessment process?

3. Tricia's homeroom teacher suggests that Tricia "looks blind" when she reads braille books, so perhaps it would be better for her to use only the CCTV, computers, and tapes for literacy tasks. How do you respond?

4. Tricia is currently learning to write manuscript letters in print, but the letters are about three inches in height. What factors should be considered in decision whether to continue or stop this instruction?

5. Considering the literacy tools that Tricia now uses, what additional tools should she learn prior to graduating from high school and entering college? How would you prioritize these needs?

6. Note below any additional reflections regarding Tricia that you would like to discuss with your classmates or colleagues.

Reflections and Discussion for Interactive Program #3

Case Study: Carlos

1. Based on the information provided in the interactive program, do you agree or disagree with the decision to introduce a braille literacy program for Carlos? Why? Provide a rationale for your decision.

2. What additional information would you have wanted to gather before making recommendations on Carlos' literacy media needs? How would this information have helped you in the continuing assessment process?

3. A teacher on the educational team says that Carlos is not making good progress in developing print reading and writing skills because he is lazy and has a bad attitude toward school. How would your respond?

4. How would the recommendations have been influenced if it were found that Carlos had a stable eye condition? Would you still have recommended introducing a braille literacy program? Why?

5. If you had been Carlos' specialist in visual impairment, what strategies would you have used to assure that his literacy needs were addressed on an ongoing basis?

6. Note below any additional reflections regarding Carlos that you would like to discuss with your classmates or colleagues.

Reflections and Discussion for Interactive Program #3

Case Study: Lee

1. Based on the information provided in the interactive program, do you agree or disagree with the decision to continue with print reading and writing as Lee's primary literacy medium? Why? Provide a rationale for your decision.

2. What additional information would you have wanted to gather before making recommendations on Lee's literacy media needs? How would this information have helped you in the continuing assessment process?

3. An administrator recommends moving the CCTV to the elementary school for another student to use since Lee seems to be doing quite well with her magnifier. How would you respond?

4. How would the recommendations have been influenced if it were found that Lee went home each evening with a headache and with so much visual fatigue that she was unable to complete her homework?

5. What are some strategies for reducing the minimal amount of visual fatigue that Lee experiences?

6. Note below any additional reflections regarding Lee that you would like to discuss with your classmates or colleagues.

Reflections and Discussion for Interactive Program #4

Case Study: Austin

1. Based on the information provided in the interactive program, do you agree or disagree with the decision that it is too early to make a decision on Austin's functional literacy medium. Why? If you disagree, provide a rationale for your decision.

2. What additional information would you have wanted to gather before making a decision on whether it was time to select Austin's functional literacy medium? How would this information have helped?

3. What specific questions would you like to pose to other special education professionals related to Austin's functional abilities?

4. What specific activities would you suggest that Austin's parents include in their daily routine to encourage the development of early functional literacy skills.

5. How would the literacy decision that was made for Austin be different if he had strong expressive language skills?

6. What role does Austin's age play in literacy decisions (or your comfort with the decisions)?

Reflections and Discussion for Interactive Program #4

Additional Students

1. **Jamaal:** How can you continue to encourage the development of literacy skills during transition from school to work for Jamaal?

2. **Jamaal:** What factors would you consider when making a decision about the amount of time to spend on literacy instruction versus the amount of time spent on vocational or daily living skills?

3. **Joseph:** What motivating instructional strategies can you use to encourage Joseph to participate in literacy activities?

4. **Joseph:** How can you best decide on adaptations needed to compensate for Joseph's physical disabilities relating to the reading and writing of braille?

5. **Henry:** What additional information would you like to gather in order to make appropriate literacy decisions for Henry?

6. **Henry:** How important is it to encourage Henry to use both his vision and his touch to gather information related to literacy?

Blank Forms for Learning Media Assessment

Excerpted with permission from:

Koenig, A. J., & Holbrook, M. C. (1995). *Learning media assessment of students with visual impairments: A resource guide for teachers (2nd edition).* Austin, TX: Texas School for the Blind and Visually Impaired.

GENERAL STUDENT INFORMATION

Identifying Information

Student _____ Birth Date _____ Age _____

Grade/Placement _____ School _____

Components of Learning Media Assessments Conducted

___ Use of Sensory Channels

___ Selection of General Learning Media

___ Selection of Literacy Media

- ___ Initial Decision on Literacy Medium
- ___ Continuing Assessment—General
- ___ Continuing Assessment—Selection of Print Media

___ LMA for Student with Additional Disabilities

Date(s) of Learning Media Assessment _____

Evaluator(s) _____

Presence of Additional Disabilities

___ Motor Impairment: _____

___ Cognitive Disability: _____

___ Other Sensory Disability: _____

___ Other Disabilities: _____

For Students with Established Literacy Skills

Primary Literacy Medium _____

Secondary Literacy Media _____

Student _____ **General Student Information p. 2**

Information on Eye Condition

Date of Most Recent: Ophthalmological Examination _____

Clinical Low Vision Evaluation _____

Functional Vision Evaluation _____

Cause of Visual Impairment _____

Age at Onset _____ Visual Fields _____

Near Acuity	Right Eye	Left Eye	Both Eyes
Without Correction	_____	_____	_____
With Correction	_____	_____	_____
With Low Vision Device	_____	_____	_____
Near Device(s) Used	_____		

Distance Acuity	Right Eye	Left Eye	Both Eyes
Without Correction	_____	_____	_____
With Correction	_____	_____	_____
With Low Vision Device	_____	_____	_____
Distance Device(s) Used	_____		

Stability of Visual Condition: Stable Deteriorating

Visual Functioning: Stable Fluctuating

Possibility of Secondary Visual Impairment(s) _____

_____

Additional General Information

_____

_____

_____

_____

Summary

Findings of Learning Media Assessment

Sensory Channels: Primary _____

Secondary _____

General Learning Media: Visual _____

Tactual _____

Auditory _____

Literacy Media: Primary Medium _____

Secondary Media _____

Instructional Implications

Type of Literacy Program:

____ Conventional literacy program (for academic student)

___ Prereading or readiness program

___ Formal literacy program

____ Functional literacy program (for student with additional disabilities)

____ Other communication program (for student with additional disabilities who is functioning at a level such that a conventional or functional literacy program is not now appropriate)

Implications of: Prognosis _____

_____

Additional Disabilities _____

_____

Literacy Objectives: 1. _____

2. _____

3. _____

USE OF SENSORY CHANNELS

Student _____

Setting/Activity _____

Date _____ Observer _____

Observed Behavior	Sensory Channel		
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A
_____	V	T	A

☐ **Probable Primary Channel:** _____

◯ **Probable Secondary Channel(s):** 146

GENERAL LEARNING MEDIA CHECKLIST

Student _____

Date _____ Evaluator _____

Distance

Use of vision	Use of touch	Use of hearing	Learning Materials	Use of vision	Use of touch	Use of hearing	Teaching Methods
V	-	-	Pictures	V	-	-	Pointing
V	-	-	Alphabet strips	V	-	-	Gestures
V	-	-	Wall clocks	V	-	-	Facial expressions
V	-	-	Calendar	V	-	-	Demonstration
V	-	-	Felt board	V	-	-	Modeling
V	-	-	Flip chart	-	-	A	Oral instructions
-	-	A	Environmental sounds	-	-	A	Verbal prompts
V	-	-	Timeline	-	-	A	Verbal guidance
V	-	-	Number line	-	-	A	Verbal descriptions
V	-	-	Posters, wall maps	-	-	A	Questioning
V	-	A	Videos, movies, TV	-	-	A	Class discussions
V	-	-	Transparencies	-	-	A	Lectures
-	-	A	Tapes, records, CDs	V	T	A	_____
V	T	A	_____	V	T	A	_____
V	T	A	_____	V	T	A	_____
V	T	A	_____	V	T	A	_____
V	T	A	_____	V	T	A	_____
V	T	A	_____	V	T	A	_____

Notes:

Near

Use of vision	Use of touch	Use of hearing	Learning Materials	Use of vision	Use of touch	Use of hearing	Teaching Methods
V	T	-	Pictures	V	T	-	Pointing
V	T	A	Toys	V	T	-	Gestures
V	T	-	Clay	V	-	-	Facial expressions
V	T	-	Paint	V	T	A	Demonstrations
V	T	-	Crayons	V	T	A	Modeling
V	T	-	Stencils	V	T	A	Prompts, guidance
V	T	-	Puzzles	V	T	A	_____
V	T	-	Board games	V	T	A	_____
V	T	-	Real objects	V	T	A	_____
V	T	-	Models	V	T	A	_____
V	T	-	Flash cards	V	T	A	_____
V	T	-	Worksheets, workbooks				
V	T	A	Personal watch, clock, timer				
V	T	-	Desk calendar				
V	T	-	Desk number line, timeline				
V	T	-	Math manipulatives				
V	T	-	Money				
V	T	-	Abacus				
V	T	A	Calculators				
V	T	-	Maps, atlases				
V	T	-	Globe				
V	T	-	Charts, diagrams				
V	T	A	Measuring devices				
V	T	A	Science materials (such as lab equipment)				
V	T	A	Language Master				
-	-	A	Tapes, record albums, CDs				
V	T	A	_____				
V	T	A	_____				
V	T	A	_____				
V	T	A	_____				
V	T	A	_____				
V	T	A	_____				

INDICATORS OF READINESS FOR A CONVENTIONAL LITERACY PROGRAM

Student _____

Date _____ Evaluator _____

Yes	*No*	*No Opportunity*	*Behavior*
____	____	____	Listens to and enjoys when others read.
____	____	____	Notes likenesses and differences in sounds or spoken words.
____	____	____	Speaks in connected sentences.
____	____	____	Notes likenesses and differences in familiar objects visually and/or tactually.
____	____	____	Tells a story about a recent personal event or experience.
____	____	____	Demonstrates interest in pictures and/or objects associated with stories or books.
____	____	____	Completes sentences in a book with a repeated pattern (such as "I'll huff, and I'll puff, and ...." in *The Three Little Pigs).*
____	____	____	Relates personal experiences to characters or events in stories.
____	____	____	Acts out or retells stories after listening to them.
____	____	____	Demonstrates interest in drawing or scribbling.
____	____	____	Scribbles (or "writes") and then "reads" back the message.
____	____	____	Associates signs in the home or community with important events (such as the golden arches mean "time to eat").
____	____	____	Says the alphabet with fair accuracy.
____	____	____	Attempts to write his or her name.
____	____	____	Notes likenesses and differences in words when presented in print or braille.
____	____	____	Recognizes name or simple words in print or braille.

INITIAL SELECTION OF LITERACY MEDIUM

Student _____

Date _____ Evaluator _____

Section I: Use of Sensory Information

Task	Primarily Visual	Primarily Tactual/Other	Comments Observations
• Recognition of others	V	T/O	
• Initiation of reaching response	V	T/O	
• Exploration of toy or object	V	T/O	
• Discrimination of likenesses and differences in objects/toys	V	T/O	
• Identification of objects	V	T/O	
• Confirmation of object identification	V	T/O	
• Use of visual motor/fine motor skills	V	T/O	
• Interest in pictures	V	T/O	
• Interest in books	V	T/O	
• Interest in scribbling/writing	V	T/O	
• Identification of names/simple words	V	T/O	

Section II: Working Distances and Size Preferences

- *Identification of objects:*

  Accurate visual identification of objects: object size _____

  distance _____

  Accurate tactual identification of objects: object size _____

- *Normal visual working distances:*

  Classroom materials (such as wall clocks, calendars) _____

  Reading/looking at pictures _____

  Writing/drawing/coloring _____

Additional observations (include implications of visual condition and additional disabilities):

_____

150

_____

_____

CONTINUING ASSESSMENT OF LITERACY MEDIA

Student _____

Primary Reading Medium _____ Secondary Media _____

Date _____ Evaluator _____

Comments/Observations

Additional Information on Visual Functioning

Is current information available from functional vision evaluations? Summarize.

Is current information available from ophthalmological examinations? Summarize.

Is current information available from clinical low vision evaluations? Summarize.

Does available information indicate a change in visual functioning? ***Yes*** No

Reading Efficiency

Summarize the following information:

Current grade placement ____

Results of the *informal reading inventory*

(in student's primary reading medium)	**Grade**	**Rate**
Independent level (≥90% comprehension)	____	____
Instructional level (≥ 75% comprehension)	____	____
Frustration level (≤75% comprehension)	____	____

Reading of *content materials* at grade placement	**Comp**	**Rate**
Science	____	____
Social Studies	____	____
Other: _____	____	____
_____	____	____

Does the student read with adequate comprehension? Yes ***No***

Does the student read at a sufficient rate? Yes ***No***

Does the student read at a sufficient rate and with adequate comprehension in order to complete academic tasks with success? Yes ***No***

Academic Achievement

Is the student able to accomplish academic tasks in the current medium/media with success? Yes ***No***

Are time requirements to complete academic tasks reasonable in comparison to peers without visual impairments? Yes ***No***

Handwriting

Is the student able to read his/her own handwriting effectively? Yes ***No***

Is handwriting a viable and effective mode of written communication? Yes ***No***

Literacy Tools

Does the student have the repertoire of literacy tools (such as sighted readers, slate and stylus) to meet *current* educational needs? Yes ***No***

Does the student have adequate skills in use of technology to meet *current* educational needs? Yes ***No***

Does the student have the repertoire of literacy tools necessary to achieve *future* educational and/or vocational goals? Yes ***No***

Does the student have adequate skills in use of technology to achieve *future* educational and vocational goals? Yes ***No***

Factors to be considered by the educational team:

_____

_____

_____

_____

_____

_____

LITERACY TOOLS INVENTORY

Student _____

Date _____ Evaluator _____

	Visual	Tactual	Auditory
Traditional	_____ Regular print materials _____ Large print materials _____ Low vision devices _____ nonoptical–near _____ nonoptical–distant _____ optical–near _____ optical–distant _____ Regular paper _____ Bold lined paper _____ Signature guide _____ Other writing guides _____ Print as supplement to braille _____ Typewriter _____ _____ _____	_____ Braille materials _____ Braillewriter _____ Slate and stylus _____ Typewriter _____ Signature guide _____ Check writing guide _____ Paper line guide _____ Braille as supplement to print _____ _____ _____	_____ Aural reading (from recording) _____ Cassette books _____ Leisure reading _____ Textbooks _____ Dictionary _____ Encyclopedia _____ Other _____ Live reader _____ Radio reading service _____ Cassette recorder (for notes) _____ _____ _____
Technology	_____ Regular computer monitor _____ Large computer monitor _____ Enlarged print on screen _____ Inkprint printer _____ Keyboarding skills _____ _____ _____	_____ Electronic braille notetaker _____ Cassette braille device _____ Braille remote terminal device _____ Braille embosser _____ Keyboarding skills _____ Optacon _____ _____ _____	_____ Synthesized speech _____ _____ _____
Computer Applications	_____ Wordprocessing _____ Spread sheets _____ Data bases _____ Telecommunications _____ _____ _____	_____ Wordprocessing _____ Spread sheets _____ Data bases _____ Telecommunications _____ _____ _____	_____ Wordprocessing _____ Spread sheets _____ Data bases _____ Telecommunications _____ _____ _____

Key: I = Uses tool independently
X = Needs instruction and practice in use of tool

FUNCTIONAL LEARNING MEDIA CHECKLIST

Student _____

Date _____ Evaluator _____

Distance

Use of vision	Use of touch	Use of hearing	Learning Materials	Use of vision	Use of touch	Use of hearing	Teaching Methods
V	-	-	Pictures	V	-	-	Pointing
V	-	-	Conventional calendars	V	-	-	Gestures
-	-	A	Environmental sounds	V	-	-	Facial expressions
V	-	A	Community environment	V	-	-	Demonstration
V	-	-	Environmental signs	V	-	A	Modeling
-	-	A	Tapes, records, CDs	-	-	A	Oral instructions
V	-	A	Videos, movies, TV	-	-	A	Verbal prompts
V	-	-	Posters	-	-	A	Verbal guidance
V	-	-	Felt board	-	-	A	Verbal descriptions
V	T	A	_____	-	-	A	Questioning
V	T	A	_____	-	-	A	Class discussions
V	T	A	_____	V	T	A	_____

Use of vision	Use of touch	Use of hearing	Adaptive Communication Systems and Materials
			Unaided Communication Systems
V	T	-	Sign language
V	T	-	Gestures
V	T	A	_____
V	T	A	_____
			Aided Communication Systems
V	T	A	Communication boards
-	-	A	Tape recorders
V	T	-	Picture communication books
V	T	A	Technology-based communication systems (such as speech synthesizers)
V	T	A	Primitive communication devices (such as real objects, miniatures)
V	T	A	Other augmentative communication devices
V	T	A	_____
V	T	A	_____

Near

Use of vision	Use of touch	Use of hearing	**Learning Materials**	Use of vision	Use of touch	Use of hearing	**Teaching Methods**
V	T	A	Real objects, materials	V	T	-	Pointing
V	T	-	Full size, scale models	V	T	-	Gestures
-	T	-	Positioning equipment	V	-	-	Facial expressions
-	T	-	Adaptive mobility devices	V	T	A	Demonstrations
V	T	-	Adaptive eating devices	V	T	A	Modeling
V	T	A	Washers, dryer	V	T	A	Prompts
V	T	A	Kitchen appliances	V	T	A	Guidance
V	T	-	Money	-	T	-	Physical manipulation
V	T	A	Telephone	-	T	-	Restraint
V	T	A	Calendar boxes	V	T	A	_____
V	T	A	Switches	V	T	A	_____
V	T	A	Timer	V	T	A	_____
V	-	-	Mirror	V	T	A	_____
V	T	A	Language Master	V	T	A	_____
-	-	A	Tapes, records, CDs	V	T	A	_____
V	T	-	Conventional desk calendar				
V	T	A	Adaptive vocational devices				
V	T	A	Behavior management charts				
V	T	A	Adaptive measuring devices				
V	-	-	Pictures				
V	T	-	Clay, paint, crayons				
V	T	A	Toys				
V	T	-	Stencils				
V	T	A	Puzzles				
V	T	A	Board games				
V	-	-	Light Box				
V	T	A	Personal watch, clock				
V	T	A	_____				
V	T	A	_____				
V	T	A	_____				
V	T	A	_____				
V	T	A	_____				

INDICATORS OF READINESS FOR A FUNCTIONAL LITERACY PROGRAM

Student _____

Date _____ Evaluator _____

Yes	*No*	*No Opportunity*	*Behavior*
____	____	____	Attends to and responds meaningfully when others read.
____	____	____	Anticipates activities and events.
____	____	____	Differentiates sounds or spoken words, gestures, or signs.
____	____	____	Attaches meaning to sound or spoken words, gestures, or signs.
____	____	____	Differentiates objects visually and/or tactually.
____	____	____	Demonstrates an association of pictures or objects with stories or books.
____	____	____	Identifies objects visually and/or tactually.
____	____	____	Associates signs in the home or community with important events (such as the golden arches mean "time to eat").
____	____	____	Chooses independently to examine books, letters, and/or symbols.
____	____	____	Notes likenesses and differences in words when presented in print or braille.
____	____	____	Follows simple directions of 2 or 3 steps.
____	____	____	Generalizes directional concepts (such as top, bottom).
____	____	____	Generalizes the ability to sequence a series of objects, activities, or events.
____	____	____	Generalizes the use of primitive symbolic communications systems such as real objects or miniatures.
____	____	____	Generalizes the use of abstract symbolic communication.
____	____	____	Initiates interactive communication through systems such as sign, gestures, or augmentative communication devices.
____	____	____	Recognizes that words in print or braille have meaning.
____	____	____	Recognizes name in print or braille.

INITIAL SELECTION OF FUNCTIONAL LITERACY MEDIUM

Student _____

Date _____ Evaluator _____

Need for Functional Literacy Program

Yes No Would functional literacy skills facilitate independent living and work skills?

Yes No Would the student benefit from instruction in literacy skills for functional purposes?

Yes No Would the value of teaching functional literacy skills be justified given other areas of need?

Use of Sensory Information Task	Primarily Visual	Primarily Tactual/Other	Comments Observations
• Recognition of others	V	T/O	
• Initiation of reaching response	V	T/O	
• Exploration of toy or object	V	T/O	
• Discrimination of likenesses and differences in objects, toys	V	T/O	
• Identification of objects	V	T/O	
• Confirmation of object identification	V	T/O	
• Use of visual motor, fine motor skills	V	T/O	
• Interest in pictures	V	T/O	
• Interest in books	V	T/O	
• Interest in scribbling, writing	V	T/O	
• Identification of names, simple words	V	T/O	

Working Distances and Size Preferences

- Identification of objects:

  Accurate visual identification of objects: object size _____

  distance _____

  Accurate tactual identification of objects: object size _____

- Normal visual working distances:

  Examining pictures, books _____

  Scribbling, drawing, coloring _____

  Completing daily living tasks (such as toothpaste on brush) _____

Additional Observations: _____

Learning Media Assessment Form 11

CONTINUING ASSESSMENT OF FUNCTIONAL LITERACY MEDIA

Student _____

Date_____ Evaluator _____

Comments/Observations

Additional Information on Visual Functioning

Is current information available from functional vision evaluations? Summarize.

Is current information available from ophthalmological examinations? Summarize.

Is current information available from clinical low vision evaluations? Summarize.

Does available information indicate a change in visual functioning? ***Yes*** No

Functional Literacy Tasks

Is the student able to complete functional literacy tasks in the current medium with success? Yes ***No***

Would additional literacy tools increase the student's independence? ***Yes*** No

Are there additional or new functional literacy requirements in the student's literacy program? ***Yes*** No

Are new functional literacy skills required for increasing independent living tasks? ***Yes*** No

Are new functional literacy skills required for increasing immediate or future vocational tasks? ***Yes*** No

Is the student able to generalize functional words and symbols to new situations? Yes ***No***

Would the student benefit from instruction in a conventional literacy program? ***Yes*** No

Factors to be considered by the educational team: _____

Appendix B

Sample Compiled Evaluation Results from Field Test

St. Augustine FL 6/13/97
Interactive Program Evaluations Program 1: Use of Sensory Channels

	Good	Fair	Poor
Content is accurate and up to date	100	0	0
Program achieves its stated objectives	100	0	0
content is appropriate for intended audience	100	0	0
Program is free of gender or ethnic bias	100	0	0
Vocabulary used is appropriate	100	0	0
Video Production quality	36	50	14
Pacing and sequence of program	93	7	0
Quality of visuals and graphics	68	32	0
Quality/appropriateness of examples	100	0	0
Appropriateness of medium	100	0	0

N=12

Strengths:
The program shows visually impaired young people involved in observable behaviors that one can assess and work on the forms.
Put together very well.
Variety of visual impairments.
A lot of practice is provided. Continuous feedback and explanation of correct answers.
Shows how evaluation is done.
Opportunity to practice, immediate feedback, ability to review video clips.
Well done and complete.
Hands on effectiveness, independent practice.
Seeing the process.
Well laid out, step by step approach to assessment.

Weaknesses:
Audio difficult to hear on videos. Some bad camera angles.
Audio on video clips.
Video quality.
Hard to tell when auditory feedback is used. Poor sound.
Poor audio.
Quality of video is grainy. Audio.
Overwhelming.
Audio and the view of the camera when Mary is washing hands.
Sound and picture quality.

Specific changes:
John's behaviors were repetitive.
Some video segments are too short to get the behavior.
Drop the "John" tape. Too repetitive.
Work on audio, video.
Audio is poor. Some video should be clearer, sharper.
Audio.
Audio.
Benita's practice had no sound.

St. Augustine FL 6/13/97
Interactive Program Evaluations Program 2: Initial Selection of Literacy Media

	Good	Fair	Poor
Content is accurate and up to date	100	0	0
Program achieves its stated objectives	100	0	0
content is appropriate for intended audience	100	0	0
Program is free of gender or ethnic bias	100	0	0
Vocabulary used is appropriate	100	0	0
Video Production quality	50	40	10
Pacing and sequence of program	100	0	0
Quality of visuals and graphics	80	20	0
Quality/appropriateness of examples	90	10	0
Appropriateness of medium	100	0	0

N=10

Strengths:
Being able to see how it is done, and being able to do it ourselves.
There were actual students shown and we could see the interaction between the observer and the student. Also, many types of assessments are used.
Immediate feedback, practice
Includes many types of assessment before determining the selection.
Great explanation of content and examples.

Weaknesses:
Audio difficult to hear, video could be closer to subject.
Some confusion on appropriateness of suggesting Braille.
Audio on videos hard to hear.

Specific changes:
More specific guidelines as to how selective (refined) behaviors should be.
Audio.

St. Augustine FL 6/13/97
Interactive Program Evaluations Program 3: Continuing Assessment of Literacy Media

	Good	Fair	Poor
Content is accurate and up to date	90	10	0
Program achieves its stated objectives	100	0	0
content is appropriate for intended audience	100	0	0
Program is free of gender or ethnic bias	100	0	0
Vocabulary used is appropriate	100	0	0
Video Production quality	90	0	10
Pacing and sequence of program	100	0	0
Quality of visuals and graphics	100	0	0
Quality/appropriateness of examples	100	0	0
Appropriateness of medium	100	0	0

N=10

Strengths:
Hands on; guided practice then independent.
Good interactive evaluations. Better quality. Makes one think.
Good cases. This programs is the best one.
Covers all bases before making decisions. Explains why choices are inappropriate. Better sound quality!
A variety of knowledge is introduced.

Weaknesses:
Lee's question about functional repertoire.
Wording of one of the choices for Lee stated her functional repertoire tool. I thought that the statement was saying that the items in parenthesis were her repertoire and they were not.
Lee's summary statement "reads reads".
Carlos -- incorrect spelling achievement.
I'm tired.
Some of the video segments were a little long.
Some of the video segments were a bit long.

Specific changes:
I would either take out the reader and slate and stylus or I would put monocular in the parenthesis because that was or is one of her tools for efficient reading literacy.
One segment said the student had skills using the slate and stylus and the computer keyboard, but it wasn't shown on video. I would have liked seeing an example.

St. Augustine FL 6/13/97
Video Evaluations Video 1: Introduction to Learning Media Assessment

	Good	Fair	Poor
Content is accurate and up to date	100	0	0
Program achieves its stated objectives	94	6	0
content is appropriate for intended audience	100	0	0
Program is free of gender or ethnic bias	100	0	0
Vocabulary used is appropriate	100	0	0
Video Production quality	56	38	6
Instructor's guide			
Pacing and sequence of program	67	20	13
Quality of visuals and graphics	49	45	6
Quality/appropriateness of examples	75	19	6

N = 16

Strengths:
Complete, well thought out. Very straight-forward.
Good intro to people who are not used to visual impairments or who know little about them.
Good intro. Clarity of presentation.
Structured analogies help to identify similar behaviors (great!).
Inclusion (team approach).
Good as intro to someone not familiar with V.I. Charts, lists.
Straightforward, to the point. Good content info.

Weaknesses:
Too fast. Not visually stimulating.
Too much talking -- I found it hard to pay attention.
Too much talking.
Needs more visuals and graphics, like examples of forms, tracking forms, etc. Less on speakers faces.
Slow down pace to let audience digest! Weak opening -- add visuals and music!
Please provide notes so we can have all the information in print. The info is overwhelming.
Nature of the videos are passive. retention is greater with interactives.
Not much new. Quality of video.
Not visually stimulating.
Too much sitting and talking. Needs more movement or show visuals while you are talking.
Music would enhance the production.

Specific changes:
Slow down pace, include handouts.
More visual action on topics being discussed.
I would show a table of people/professionals that are involved and show examples. Maybe show an actual assessment in progress. Also do a quick end review and list the major parts all over again.
More use of visual aids.
I would like a printed outline of the materials presented in the video tape.
At one point, examples were given out of order. Misspelled "impairment".Using "he/she" sounds passe'. Also awkward.
A little more animated while speaking. Your bubbly personality doesn't show through.
Narrate while showing parts of the program in action.
When possible, show examples of what is being discussed.
I would have more pictures, ex. a team meeting of educational team when assessing the student.
Needed more graphics and visuals. Also narrate during action scenes.
Perhaps cut to more shots of students manipulating the instructional materials.

St. Augustine FL 6/13/97
Video Evaluations Video 2: Initial Selection of the Literacy Medium

	Good	Fair	Poor
Content is accurate and up to date	100	0	0
Program achieves its stated objectives	100	0	0
content is appropriate for intended audience	100	0	0
Program is free of gender or ethnic bias	100	0	0
Vocabulary used is appropriate	100	0	0
Video Production quality	69	25	6
Instructor's guide		0	0
Pacing and sequence of program	69	25	6
Quality of visuals and graphics	75	19	6
Quality/appropriateness of examples	88	12	0

N = 16

Strengths:
Good examples, good handouts.
Good real life situations.
Concise, good use of examples.
Systematic presentation.
Order. Nice walk-through of forms, examples.
Sequential.
Showing the assessment in use.

Weaknesses:
Forms need to be enlarged or highlighted.
More around or show more examples.
Have more visual aids. Show examples when discussing topics.
Did not demonstrate away-from-teacher behaviors.
Need clearer pictures.
Candidates for print visual too compact. Show one item at a time. Increase size of visuals!
More handouts needed. Not enough time for note-taking.

Specific changes:
More examples of student behavior which can be observed and documented on the forms. Too many written forms. Could some of these forms be combined?
Narrate during action scenes.
More complicated behaviors. Those shown were obvious.
Printed materials on video were difficult for me to read. Could they be larger? The lights were not turned off in room.
Add psychologist to list of team members.
At the end of the assessment checklist, show the audience how the scores are added and let the audience see an assessment completed.
Relate info. to older students as well as young students.
More handouts of video info. More examples of children being evaluated.

St. Augustine FL 6/13/97
Video Evaluations Video 3: Continuing Assessment of Literacy Media

	Good	Fair	Poor
Content is accurate and up to date	100	0	0
Program achieves its stated objectives	100	0	0
content is appropriate for intended audience	100	0	0
Program is free of gender or ethnic bias	100	0	0
Vocabulary used is appropriate	100	0	0
Video Production quality	60	40	0
Instructor's guide		0	0
Pacing and sequence of program	81	6	13
Quality of visuals and graphics	68	26	6
Quality/appropriateness of examples	94	6	0

N = 15

Strengths:
Very thorough.
Well defined and laid out process with plenty of forms.
Followed sequential order with the other videos and computer practice.
Orderly approach.
It gave helpful tips of things to do in the classroom to continue assessment. It also gave alternate communication methods if one is not feasible.
Clear and concise.
Logical sequence.

Weaknesses:
Overwhelming when presented in a one day workshop. Videos are good but do not replace real students.
Not enough visual stimulation.
Lettering too small.
Much material in a short time.
More examples of the individual ways to assess.
Not visually stimulating.
Too much sitting. More around or show more visuals while you are explaining.
Needs more variety in video production.

Specific changes:
Slow down program, take more days, or a college course. Closer video shots and better sound quality, lighting.
More visual action during explanation.
It would be nice to have notes on all material covered.
More action, visual examples.
Break up the lecture.
Have a colored background or poster behind the speaker. You need some contrast.
Add more examples of students using a variety of media.

St. Augustine FL 6/13/97
Video Evaluations Video 4: LMA for Students with Additional Disabilities.

	Good	Fair	Poor
Content is accurate and up to date	100	0	0
Program achieves its stated objectives	100	0	0
content is appropriate for intended audience	100	0	0
Program is free of gender or ethnic bias	100	0	0
Vocabulary used is appropriate	100	0	0
Video Production quality	67	26	7
Instructor's guide			
Pacing and sequence of program	100	0	0
Quality of visuals and graphics	81	19	0
Quality/appropriateness of examples	87	13	0

N = 15

Strengths:
Very thorough.
Well defined and brings out the key points in this programs. Good form layout.
Good overview of MH assessment with visual disabilities.
Liked the openness to continuing assessment and the idea that a literacy program is not always justified.
Good info.
Emphasis on team approach.

Weaknesses:
Spelling on "during". Include directions for rating V,T,A.
Three assessors at table look like they are not working.
Should have more visual examples.
I would prefer live lecture.
I would prefer narration while seeing a real student completing the task at some parts of the video.
Have more visual aids, examples of forms completed. Students demonstrating traits.
Not visually stimulating.
Too much sitting and talking. Show more visuals.

Specific changes:
Some kind of grid for dates of evaluation sessions or a master list with various assessments and dates evaluations were conducted.
More action on key point statements.
Add psychologist to list of team members.
More at table -- assessors/team look more professional.
Misspelled "during".
Team may include a psychologist.
Walking about, more action in video.
Some song and dance, or something to spice it up.
Make more colorful backgrounds, more movement.
Needs to be narrated during action scenes.

Grand Prairie Field Trials
Interactive Program Evaluations Program 1: Use of Sensory Channels

	Good	Fair	Poor
Content is accurate and up to date	8		
Program achieves its stated objectives	8		
content is appropriate for intended audience	8		
Program is free of gender or ethnic bias	8		
Vocabulary used is appropriate	8		
Video Production quality	6	2	
Pacing and sequence of program	8		
Quality of visuals and graphics	6	2	
Quality/appropriateness of examples	6	2	
Appropriateness of medium	6	2	

Every respondent said "yes" to recommending the program.

Strengths:
I really liked seeing several clips of each student. Better sound than the first program.
We can actually witness a student and evaluate, then instantly see and analyze from another report.
Many examples of varied behaviors in real time.
User friendly, good examples.
Chance to learn and practice skills.
Very specific with instructions.
Examples of varied behaviors in actual situations.
Excellent hands on experience for teacher training.

Weaknesses:
Sound quality.
Audio -- difficult to hear and understand.
Cannot hear it.
Difficult to see eyes, hear audio for making evaluations.
Not knowing what amount of vision the child has.
Audio -- difficult to hear or understand.
Needs louder auditory capability.

Specific changes:
Better sound quality.
Audio.
Closer camera, better sound.

Grand Prairie Field Trials
Interactive Program Evaluations Program 2: Initial Selection of LM

	Good	Fair	Poor
Content is accurate and up to date	8		
Program achieves its stated objectives	8		
content is appropriate for intended audience	8		
Program is free of gender or ethnic bias	8		
Vocabulary used is appropriate	8		
Video Production quality	8		
Pacing and sequence of program	8		
Quality of visuals and graphics	8		
Quality/appropriateness of examples	8		
Appropriateness of medium	8		

Every respondent said "yes" to recommending the program.

Strengths:
Excellent program for those who cannot actually be there.
Extensive amount of information about the child's condition.
Actual experiences, varied exercises, actually being able to analyze and make choices to help in selecting literacy media.
Gives a variety of examples and I really like the instant feedback.

Weaknesses:
Video needs to be brighter.
Video might be easier to view if it wasn't so dark.
Difficult to hear the audio on the clips.

Specific changes:
Better sound.
A little too long.

Grand Prairie Field Trials
Interactive Program Evaluations Program 3: Continuing Assessment

	Good	Fair	Poor
Content is accurate and up to date	8		
Program achieves its stated objectives	8		
content is appropriate for intended audience	8		
Program is free of gender or ethnic bias	8		
Vocabulary used is appropriate	8		
Video Production quality	7	1	
Pacing and sequence of program	8		
Quality of visuals and graphics	7	1	
Quality/appropriateness of examples	8		
Appropriateness of medium	8		

Every respondent said "yes" to recommending the program.

Strengths:
A good overview of different types of kids with different visual abilities/needs.
Very specific on what to look for while continuing assessment.
Realistic, good practice.
Good examples.

Weaknesses:
Sound is better. A few typos.
Audio sometimes hard to hear.

Specific changes:
Better sound or no sound.
Presenter to look at viewers rather than above them.
Typo "condiition" on Lee Visual Functioning.
"An concise" on Handwriting answer.
Lee 2nd summary statement "Lee reads reads"

Grand Prairie Field Trials
Video Evaluations Video 1: Introduction to Learning Media Assessment

	Good	Fair	Poor
Content is accurate and up to date	4		
Program achieves its stated objectives	4		
content is appropriate for intended audience	4		
Program is free of gender or ethnic bias	4		
Vocabulary used is appropriate	4		
Video Production quality	3	1	
Instructor's guide	4		
Pacing and sequence of program	4		
Quality of visuals and graphics	3	1	
Quality/appropriateness of examples	4		

Strengths:
A lot of good info.
LMA, decisions as a team, decisions made by researching the information given by all individuals involved with each student.
Very informational.
Very informative, direct and to the point.

Weaknesses:
Too fast. Not enough time to write down major points and goals.
A lot of info too quickly. Graphics need to be shown a little longer.
The film was a little fast paced.
Need to leave the written graphics on screen longer.
None except the need of slowing down during the graphics.

Specific changes:
Short pause after listing objectives and goals, and review all at the end.
I would recommend slowing pace just a little.

Grand Prairie Field Trials
Video Evaluations Video 2: Initial Selection of the Literacy Medium

	Good	Fair	Poor
Content is accurate and up to date	6		
Program achieves its stated objectives	6		
content is appropriate for intended audience	6		
Program is free of gender or ethnic bias	6		
Vocabulary used is appropriate	6		
Video Production quality	3	3	
Instructor's guide	6		
Pacing and sequence of program	3	3	
Quality of visuals and graphics	4	2	
Quality/appropriateness of examples	6		

Strengths:
Very informative, a lot of info.
Very specific on how to initially select literacy program -- examples given where actual behaviors of students are shown are very informative.
Idea of ongoing evaluation -- no once and for all evaluation.

Weaknesses:
Again, slower pace.
Information goes by too quickly.
Did not find any other than wanting to take more notes and it went by so quickly.

Specific changes:
Slow down in explaining.
Need to show examples immediately after verbal examples.
Slow down pace.

Grand Prairie Field Trials
Video Evaluations Video 3: Continuing Assessment of Literacy Media

	Good	Fair	Poor
Content is accurate and up to date	5		
Program achieves its stated objectives	5		
content is appropriate for intended audience	5		
Program is free of gender or ethnic bias	5		
Vocabulary used is appropriate	5		
Video Production quality	4	1	
Instructor's guide	5		
Pacing and sequence of program	5		
Quality of visuals and graphics	5		
Quality/appropriateness of examples	5		

Strengths:
Very specific -- great examples and hands on with gathering pertinent info for decision making. Live situation.
Variety of students.
Good examples.

Weaknesses:
Only some misspelled works on actual exercises.
A little too much information or it could be I was full and getting sleepy.

Specific changes:
None.

Little Rock teachers 6/16/97
Interactive Program Evaluations Program 1: Use of Sensory Channels

	Good	Fair	Poor
Content is accurate and up to date	90	10	0
Program achieves its stated objectives	90	10	0
content is appropriate for intended audience	100	0	0
Program is free of gender or ethnic bias	100	0	0
Vocabulary used is appropriate	100	0	0
Video Production quality	70	30	0
Pacing and sequence of program	90	10	0
Quality of visuals and graphics	90	0	10
Quality/appropriateness of examples	80	20	0
Appropriateness of medium	100	0	0

N=10

Strengths:
The opportunity to get feedback.
Uses real examples of VI children and real life situations.
Good sequencing, good typical behaviors, nice selection of informal, formal settings. Interactive is best way to teach assessment.
Pacing, different levels of practice.
Gives good first-hand experiences of watching VI students.
Easy to run and follow. Its a great teaching tool. mainly it gives you the chance to confirm and feel more confident about your own observations.
Lots of practice and immediate reinforcement.
Excellent program for new VI teachers. Good review, feedback.
Self-paced and provides good practice.
Guided practice.

Weaknesses:
Sometimes its difficult to accurately identify a 3D behavior in a 2D screen.
Could use a variety of examples at the beginning which show obvious examples of V,T, & A
Audio.
Sound could be improved.
Sometimes difficult to see if student is actually using vision.
Sometimes difficult to tell what is going on in the videos without audio.

Specific changes:
Write what action to look for before running video. Use actions which are not so similar.
Enlarge video to use more of screen.
Change background for screens.
IPractice Mary #3, check faucet primary Auditory.
IPractice Mary #3, check faucet primary Auditory.
Janie IPractice -- locates tricycle. Remove A.
Janie IPractice -- locates tricycle. Remove A.
Cathy, RPractice, 2, talks to teacher –V?
Size of cursor.

Little Rock teachers 6/16/97
Interactive Program Evaluations Program 2: Initial Selection of Literacy Media

	Good	Fair	Poor
Content is accurate and up to date	90	10	0
Program achieves its stated objectives	100	0	0
content is appropriate for intended audience	100	0	0
Program is free of gender or ethnic bias	90	10	0
Vocabulary used is appropriate	100	0	0
Video Production quality	90	10	0
Pacing and sequence of program	90	10	0
Quality of visuals and graphics	90	10	0
Quality/appropriateness of examples	90	10	0
Appropriateness of medium	100	0	0

N=9

Strengths:
Pace and structure, quality of materials, content.
Self-paced, love the professional comments.
Good videos, good examples.
Lots of good practice, good video info.

Weaknesses:
Need to highlight items already completed. We tended to get lost.

Specific changes:
Screen info clipped off on right hand side of "Mary".
Highlight completed items.
Change size and color of mouse cursor. Change the background color.
Be able to go back to Sensory Channels form.

Little Rock teachers 6/16/97
Interactive Program Evaluations Program 3: Continuing Assessment of Literacy Media

	Good	Fair	Poor
Content is accurate and up to date	100	0	0
Program achieves its stated objectives	100	0	0
content is appropriate for intended audience	100	0	0
Program is free of gender or ethnic bias	100	0	0
Vocabulary used is appropriate	100	0	0
Video Production quality	86	14	0
Pacing and sequence of program	100	0	0
Quality of visuals and graphics	100	0	0
Quality/appropriateness of examples	100	0	0
Appropriateness of medium	100	0	0

N=7

Strengths:
Examples are excellent.
Rich variety of case studies.
Really liked the comments on literacy, having someone to read and write for you is not literacy.
Great ideas on how to summarize recommendations. This would be extremely helpful to me as a consultant.
Provides for individual pacing and practice! Great!

Weaknesses:

Specific changes:

Little Rock students 6/18/97
Interactive Program Evaluations Program 1: Use of Sensory Channels

	Good	Fair	Poor
Content is accurate and up to date	100	0	0
Program achieves its stated objectives	100	0	0
content is appropriate for intended audience	100	0	0
Program is free of gender or ethnic bias	100	0	0
Vocabulary used is appropriate	100	0	0
Video Production quality	45	44	11
Pacing and sequence of program	89	11	0
Quality of visuals and graphics	78	11	11
Quality/appropriateness of examples	78	22	0
Appropriateness of medium	100	0	0

N=9

Strengths:
It showed how to assess a student according to the senses the student used best.
Program is easy to understand. Directions are clear.
Interactive and review -- nice.
Contains guided, indep. practice.
Good examples and feedback.
Program is very user-friendly. The coding choices made by the experts are explained very well.
Appropriate practice. Real practice. Feedback.
Lots of examples.

Weaknesses:
Sometimes hard to determine who is speaking and what is being said.
Sound.
Sound quality.
In the video segments, there is quite a bit of background noise, which at times causes difficulty in determining whether sound is a sensory channel.
Sound needed on 2 segments.
Lack of sound on many examples.

Specific changes:
Mary #7 hard to hear.
Benita #11.
Less background noise.
Put in sound.

Little Rock students 6/18/97
Interactive Program Evaluations
Program 2: Initial Selection of Literacy Media

	Good	Fair	Poor
Content is accurate and up to date	100	0	0
Program achieves its stated objectives	100	0	0
content is appropriate for intended audience	100	0	0
Program is free of gender or ethnic bias	100	0	0
Vocabulary used is appropriate	100	0	0
Video Production quality	89	11	0
Pacing and sequence of program	100	0	0
Quality of visuals and graphics	100	0	0
Quality/appropriateness of examples	100	0	0
Appropriateness of medium	100	0	0

N=9

Strengths:
Directions were easy to follow and understand. Many examples.
Interactive practice, feedback, explanation.
There is ample opportunity for review of concepts and video segments. Incorrect answers are politely corrected and the experts do an excellent job of rationalizing all answers.
Lots of information before making choices.
Case studies.
User-friendly. Instructions are clear.
Easily understood.
Very understandable. Shows how to use forms included. Different examples.
It gives realistic examples of what would actually take place in the selection of media.

Weaknesses:
It seems to trick you into wanting to make a decision too quick.
Difficult to see some things.
Sound.

Specific changes:
Case study "Mary", the word initial is misspelled near the end of the segments -- "Selecting the initial medium".
Also in "Janie" and "Benita".
Does Mary have additional disabilities?

Little Rock students 6/18/97
Interactive Program Evaluations
Program 3: Continuing Assessment of Literacy Media

	Good	Fair	Poor
Content is accurate and up to date	100	0	0
Program achieves its stated objectives	100	0	0
content is appropriate for intended audience	100	0	0
Program is free of gender or ethnic bias	100	0	0
Vocabulary used is appropriate	100	0	0
Video Production quality	100	0	0
Pacing and sequence of program	100	0	0
Quality of visuals and graphics	100	0	0
Quality/appropriateness of examples	100	0	0
Appropriateness of medium	100	0	0

N=10

Strengths:
It gave good case studies of what actually happens in assessing and gave good simulations of questions that would be answered.
Wonderful! Very useful.
User-friendly.
Case studies.
Explanations for correct or wrong answers.
The program is easy to use and provides ample information for completing practice exercises.
Actual student observations, data provided.
Case studies at a variety of levels.

Weaknesses:
It is confusing at times as to which segments have already been viewed when returning to the menu.

Specific changes:
If there was a way to click the mouse once to get to the menu instead of having to go back through the previous segments.
Put scroll bars on video portions for a review of specific areas of the video.

Little Rock students 6/18/97
Video Evaluations
Video 1: Introduction to Learning Media Assessment

	Good	Fair	Poor
Content is accurate and up to date	100	0	0
Program achieves its stated objectives	100	0	0
content is appropriate for intended audience	100	0	0
Program is free of gender or ethnic bias	100	0	0
Vocabulary used is appropriate	100	0	0
Video Production quality	89	11	0
Instructor's guide			
Pacing and sequence of program	78	22	0
Quality of visuals and graphics	89	11	0
Quality/appropriateness of examples	100	0	0

N = 9

Strengths:
Gave good overview of what LMA is and does.
Not too long. Watcher friendly.
Concepts are presented clearly and with minimum excess.
Graphics.
Explains very well.
Excellent explanation of content.
Examples.

Weaknesses:
An outline or handout would be helpful -- the pace is rather quick for note-taking.
Length of time lists are presented on screen.
Kind of runs together. At one point, not real clear with lots of lists. Hard to determine which one is being addressed.
Pace too fast for pokey note takers.

Specific changes:
Slow presentation of print.

Little Rock students 6/18/97 Evaluations
Video 2: Initial Selection of the Literacy Medium

	Good	Fair	Poor
Content is accurate and up to date	100	0	0
Program achieves its stated objectives	100	0	0
content is appropriate for intended audience	100	0	0
Program is free of gender or ethnic bias	100	0	0
Vocabulary used is appropriate	100	0	0
Video Production quality	100	0	0
Instructor's guide			
Pacing and sequence of program	56	44	
Quality of visuals and graphics	100	0	0
Quality/appropriateness of examples	100	0	0

N = 9

Strengths:
Great examples to use for actually seeing how it works.
Explanations, examples.
Specific examples are used in the video to help step by step completion of forms. Very helpful and broken down, easy to understand.
It shows a step by step approach to assessment.
The program is easy to understand and seems to be easy to implement.
Clear, simple, and concise explanations and examples.
Well organized, presenters have pleasant demeanor, voices.
It gave good examples of case studies and how to go about the initial selection.

Weaknesses:
No handouts with video for quick reference.
Too fast with print explanations.
Lots of lists. Maybe break down more when showing list.
Components of individual assessment process are flashed up and gone too quickly.
An outline would be helpful.
Information given too quickly to allow for complete note-taking.

Specific changes:
Slow presentation of print.
Maybe highlight what is going to be talked about.
Leave the list of components of each assessment on screen longer.
More time to write information from the video.
Allow more time for note-taking. Informational handouts.

Little Rock students 6/18/97 Evaluations
Video 3: Continuing Assessment of Literacy Media

	Good	Fair	Poor
Content is accurate and up to date	100	0	0
Program achieves its stated objectives	100	0	0
content is appropriate for intended audience	100	0	0
Program is free of gender or ethnic bias	100	0	0
Vocabulary used is appropriate	100	0	0
Video Production quality	89	11	0
Instructor's guide			
Pacing and sequence of program	100	0	0
Quality of visuals and graphics	100	0	0
Quality/appropriateness of examples	100	0	0

N = 9

Strengths:
It gave some specifics on cont. assessment of students.
Well organized.
Explanations are very simple and easy to understand.
This program offers an efficient, yet comprehensive training for the professional to quickly begin implementing the procedures of the LMA system.
Sequencing of steps.
Explains how to calculate reading rate, and what everything means.
Content explanation.
Plenty of info on each area.

Weaknesses:
Need more time.
More time allowed to take notes.
Dr. Holbrook was not in this vid--!
Color graphs!
Print presented too rapidly.

Specific changes:
Slow print presentation.

Wichita Fall Field Trials
Video Evaluations Video 1: Introduction to Learning Media Assessment

	Good	Fair	Poor
Content is accurate and up to date	6		
Program achieves its stated objectives	6		
content is appropriate for intended audience	6		
Program is free of gender or ethnic bias	6		
Vocabulary used is appropriate	6		
Video Production quality	4	2	
Instructor's guide	6		
Pacing and sequence of program	2	4	
Quality of visuals and graphics	3	3	
Quality/appropriateness of examples	4	2	

Strengths:
Very informative.
Good content. Follows included outline. Informative material.
It describes the literacy tasks and LMA process.
Good info if target audience has some working knowledge of subject matter beforehand.
Covered a good amount of information in a short time.
It is a field that is unknown to most educators.

Weaknesses:
The information was introduced and discussed too quickly. Slow down and repeat.
Talking is a little fast. Set needs some color.
You need to slow down ad give a pause between segments. .
Seems too broad for scope/time of video. This may be more due to pace of speakers.
Cay talked too fast.
Cay talks too quickly!

Specific changes:
Move the tree, slow down, give information and repeat.
Presenters need to slow down a little.
Slow pace.
Pacing and sequence is moving so rapidly you can't write down info in guide.

Wichita Fall Field Trials
Video Evaluations Video 2: Initial Selection

	Good	Fair	Poor
Content is accurate and up to date	7		
Program achieves its stated objectives	7		
content is appropriate for intended audience	7		
Program is free of gender or ethnic bias	7		
Vocabulary used is appropriate	7		
Video Production quality	6	1	
Instructor's guide	6	1	
Pacing and sequence of program	3	4	
Quality of visuals and graphics	4	3	
Quality/appropriateness of examples	6	1	

Strengths:
Needed information.
Good amount of info in a short video.
It achieves its objectives.
Good content, very informative. Details given are useful. Very useful to see actual observation and see form actually filled out.
Step-by-step examples of behaviors to be categorized.

Weaknesses:
Too much info to take in.
Cay talked too fast.
Very hard to keep up and write down info presented. Pace is very fast.
Sometimes there were behaviors where I disagreed on the primary sensory channel seen on the video.

Specific changes:
Have Alan and Cay come out from behind the desk! More informal when beginning. Ex. Sit or lean on your desk in your office.
It would be better to be able to control the video to take notes.
I enjoyed this video. It answered objectives and was at a slower pace.
If used for independent study or to instruct VI teachers, pause at times when notes need to be taken or provide lists prior to class and then additional notations can be made by student on the papers.

Wichita Fall Field Trials
Video Evaluations Video 3: Continuing Assessment of Literacy Media

	Good	Fair	Poor
Content is accurate and up to date	6		
Program achieves its stated objectives	6		
content is appropriate for intended audience	6		
Program is free of gender or ethnic bias	6		
Vocabulary used is appropriate	6		
Video Production quality	3	3	
Instructor's guide	6		
Pacing and sequence of program	4	2	
Quality of visuals and graphics	5	1	
Quality/appropriateness of examples	6		

Strengths:
Very good info.
Informative content. Sticks to subject intended.

Weaknesses:
Pace is too fast -- hard to take in so much information that quickly and retain it.
Pace too fast.

Specific changes:
Leave print info. on the screen longer Include more visuals during speaking parts.
Slow down pace. Provide handouts for others to look at while viewing (educators, parents).

Wichita Fall Field Trials
Video Evaluations Video 4: LMA for Students with Additional Disabilities

	Good	Fair	Poor
Content is accurate and up to date	2		
Program achieves its stated objectives	2		
content is appropriate for intended audience	2		
Program is free of gender or ethnic bias	2		
Vocabulary used is appropriate	2		
Video Production quality	2		
Instructor's guide	2		
Pacing and sequence of program	2		
Quality of visuals and graphics	2		
Quality/appropriateness of examples	2		

Strengths:

Weaknesses:
Pace is too fast -- hard to take in so much information that quickly and retain it.
Pace too fast.

Specific changes:
Leave print info. on the screen longer. Include more visuals during speaking parts.
Slow down pace. Provide handouts for others to look at while viewing (educators, parents).

Wichita Falls Field Trials
Interative Program Evaluations Program 1: Use of Sensory Channels

	Good	Fair	Poor
Content is accurate and up to date	6	1	
Program achieves its stated objectives	7		
content is appropriate for intended audience	7		
Program is free of gender or ethnic bias	7		
Vocabulary used is appropriate	7		
Video Production quality	2	4	1
Pacing and sequence of program	7		
Quality of visuals and graphics	4	2	1
Quality/appropriateness of examples	6	1	
Appropriateness of medium	7		

Every respondent said "yes" to recommending the program.

Strengths:
Actual case studies were a helpful and interesting extra.
The sequence of this program takes out a great deal of anxiety.
Good pacing.
Program was appropriate. It helped with the sensory channels. I feel I can now do one. I like the format.
Very good instructional video on observing and determining sensory channels. Wonderful way to gain experience -- nice to compare your findings with others. Helps you determine areas you need to work on.
It guides you thorugh and then lets you practice -- wonderful!

Weaknesses:
Sometimes I disagreed with the bahavior and how it was categorized.
Audio portions not clear.
It was often difficult to hear the videos.
Poor sound quality.
Voice quality and visual needs improving.
Do away with Mary #17.
Poor sound quality. Some details are lost when info is shared between adults and kids. Some color & graphic quality is not good.

Specific changes:
Relax when you present beginning dialogue.
Change color on button if already done.
Janie's outside scene needs to be changed, also Mary #17.
Better sound. Real-life situations could have an option to stop video and then start up again in same location -- not return to the beginning.
Hilight steps already completed when returning to menu.

Wichita Falls Field Trials
Interative Program Evaluations **Program 2: Initial Selection**

	Good	Fair	Poor
Content is accurate and up to date	6		
Program achieves its stated objectives	6		
content is appropriate for intended audience	6		
Program is free of gender or ethnic bias	6		
Vocabulary used is appropriate	6		
Video Production quality	5	1	
Pacing and sequence of program	6		
Quality of visuals and graphics	6		
Quality/appropriateness of examples	6		
Appropriateness of medium	6		

Every respondent said "yes" to recommending the program.

Strengths:
Nice real-life examples. Allows viewer to interact in a small way and test his or her own ideas and conclusions.
This is the best program so far. Good sound ad video. You could pace yourself at your own rate.
Good choice of students.
It allows you to see all of the parts of the selcection of literacy media.
Interaction is a wonderful teaching tool.

Weaknesses:
Graphics could be a little better.
None.

Specific changes:
Sharper graphics.
Alan, look toward the audience

	Good	Fair	Poor
Content is accurate and up to date	6		
Program achieves its stated objectives	6		
content is appropriate for intended audience	6		
Program is free of gender or ethnic bias	6		
Vocabulary used is appropriate	6		
Video Production quality	6		
Pacing and sequence of program	6		
Quality of visuals and graphics	6		
Quality/appropriateness of examples	6		
Appropriateness of medium	6		

Every respondent said "yes" to recommending the program.

Strengths:
Used a wide variety of visual impairments. Informative, presented in an enjoyable way. Sound and graphics are good.
Accomplishes objectives.
Good contrast between different students.
Being exposed to real situations and real visually impaired students.
Used examples that varied.

Weaknesses:
I would like to see younger children and maybe upper high school students.
Variety of age levels.
Reading effeciency -- 1st question. Maybe needs to be reworded?
Just working out technology bugs.

Specific changes:
A wider variety of age groups.
This was a fine program.
None -- great job!

Appendix C

Documents from Dissemination Workshops

PROJECT L·M·A

Learning Media Assessment of Students with Visual Impairments

Application for Dissemination Workshop

Name: .....

Agency: .....

Address: .....

.....

Phone: .....

Fax: .....

E-mail: .....

***SSN:** .....

Preferred Workshop Location (specify first and second choices):

- ☐ **Lubbock, TX**; Saturday, February 21, 1998; 9:00 a.m. to 4:00 p.m.
- ☐ **Washington, D.C.**; Sunday, March 8, 1998; 2:00 p.m. to 5:00 p.m.
- ☐ **Denver, CO**; Saturday, March 28, 1998; 9:00 a.m. to 4:00 p.m.
- ☐ **Minneapolis, MN**; Wednesday, April 15, 1998; 9:00 a.m. to 4:00 p.m.
- ☐ **San Francisco, CA**; Friday, May 1, 1998; 9:00 a.m. to 4:00 p.m.
- ☐ **Atlanta, GA**; Wednesday, July 8, 1998; 9:00 a.m. to 4:00 p.m.
- ☐ **Atlanta, GA**; Sunday, July 12, 1998; 1:00 p.m. to 4:00 p.m.

Preferred Medium for Handouts:

- ☐ Print
- ☐ Braille

*If you wish to receive a $300 stipend for attending the workshop, please provide your social security number.

Return application by February 9, 1998, to Alan J. Koenig, Texas Tech University, Box 41071, Lubbock, TX 79409-1071 or fax to 806-742-2326.

PROJECT L·M·A

Learning Media Assessment of Students with Visual Impairments

Denver Workshop Information

Location:	Holiday Inn Denver Southeast 3200 South Parker Road Aurora, Colorado 80014 303-695-1700
Date:	Saturday, March 28, 1998
Time:	9:00 a.m. to 4:00 p.m.
Room:	Boulder Room
Lodging:	A block of rooms has been set aside at the Holiday Inn Denver Southeast at the rate of $82.00 per night. **Call 1-800-962-7672 by March 13** to make your reservation. State that you are with the Colorado Department of Education to get the special room rate.
Airport transportation:	Transportation to and from the Denver Airport is provided by the Holiday Inn at no cost for those with hotel reservations.
Local information:	Tanni Anthony Colorado Department of Education Phone: 303-866-6681
Other information:	Alan J. Koenig Texas Tech University Phone: 806-742-2345 Fax: 806-742-2326 E-mail: ajk@ttu.edu

Texas Tech University

LMA Dissemination Workshop

Attendance Sheet for Denver, Colorado
March 28, 1998

Name	Present Position	Total Years of Teaching Experience	Years of VI Specific Experience	Experience with LMA Process (circle one)
				Lots Some None
				Lots Some None
				Lots Some None
				Lots Some None
				Lots Some None
				Lots Some None
				Lots Some None
				Lots Some None
				Lots Some None
				Lots Some None
				Lots Some None
				Lots Some None
				Lots Some None

PROJECT L·M·A

Learning Media Assessment of Students with Visual Impairments

Texas Tech University announces the final

PROJECT LMA Dissemination Workshop

December 11, 1998
353 Administration Building
Texas Tech University
Lubbock, Texas
9:00 a.m. to 4:00 p.m.

The PROJECT LMA materials are designed for use by workshop leaders and college instructors to teach the processes of learning media assessment for students with visual impairments. See the attached description for more information on the project. Workshop attendees will receive a complementary set of the materials, including 4 instructional videotapes, 4 interactive computer programs, student workbooks, LMA resource guides, and facilitator's guide.

For lodging, a block of rooms has been set aside at the Lubbock Inn. Call 806-792-5181 to make your reservation. Tell them that you are with the Texas Tech College of Education to get the special rate of $55 per night. The hotel provides complementary shuttle service from the airport. Local transportation will be arranged through Texas Tech University.

To register, complete and send or fax the enclosed application form by December 4. For more information, call Alan J. Koenig at 806-742-1997, extension 245.

PROJECT L·M·A

Learning Media Assessment of Students with Visual Impairments

Application for Dissemination Workshop

December 11, 1998
Texas Tech University
Lubbock, Texas

Name: _____

Agency: _____

Address: _____

_____

Phone: _____

Fax: _____

E-mail: _____

Request for Travel Stipend*

- ☐ Yes
- ☐ No

Preferred Medium for Handouts

- ☐ Print
- ☐ Braille

*A limited number of $300 stipends are available to help pay travel expenses to attend this workshop. Priority will be given to participants from states that have not been represented at previous workshops. Stipends will be awarded to these participants based on the order in which applications are received.

Return application by **December 4, 1998,** to Alan J. Koenig, Texas Tech University, Box 41071, Lubbock, TX 79409-1071 or fax to 806-742-2179.

PROJECT L·M·A

Learning Media Assessment of Students with Visual Impairments

Dissemination Workshop Evaluation

Location: _____

Please rate the following aspects of this workshop. Space is provided for comments.
1 = low; 5 = high

Comments

1. Ease of registration

   1 2 3 4 5

2. Location of workshop

   1 2 3 4 5

3. Organization of workshop

   1 2 3 4 5

4. Clarity of handouts

   1 2 3 4 5

5. Clarity of presentation

   1 2 3 4 5

6. Usefulness of these materials for professionals in visual impairment

   1 2 3 4 5

7. How do you anticipate using these materials? (check all that apply)

   - ☐ Share them with professionals in visual impairment in inservice activities.
   - ☐ Share them with other people (parents, classroom teachers, special education teachers) who are involved in the LMA process.
   - ☐ Allow them to be checked out for individual use by teachers.
   - ☐ Share them with university classes in preparing teachers of students with visual impairments.
   - ☐ Other (please explain):

8. In what geographic area (part of the country) do you think you will use these materials?

Question 7:

How do you anticipate using these materials?

Total Checks	
78	"Share them with professionals in visually impaired in inservice activities."
68	"Share them with other people who are involved in the LMA process."
	If asked, but probably will not "advertise"
	But very selectively
	Directors of Special Education
49	"Allow them to be checked out for individual use by teachers."
	Not sure? (*did not* check item)
	After training? (*did* check item)
	Possibly (*did not* check item)
	Possibly (*did* check item)
	Some (*did not* check item)
43	"Share them with university classes in preparing teachers of students with visual impairments..."
	Maybe
	Possibly in the future by me. It will definitely be by my co-worker who works on the college level.
	N/A but possibly any student teachers or mentor programs
	If program is started in New Mexico.
	Possibly? In future? (individual did not check item)
	Way in the future (individual did check item)
6 (12)	"Other"
	Rehabilitation professionals
	I would like to use this process for a training approach and then tape a real "in district" child that his/her team could view to complete these forms as a group. (This individual did not check "other," so total of checks doesn't match number of comments.)
	Other professions working with multihandicapped kids--sensory channels forms to introduce students as learners (learning styles).
	Share with interns/student teachers placed with me

Model of instructional design for distance ed (This individual did not check "other," so total of checks doesn't match number of comments.)

Incorporate sensory channels into funct. vision assessment training.

My own education too! (This individual did not check "other," so total of checks doesn't match number of comments.)

Perhaps more as year continues. (This individual did not check "other," so total of checks doesn't match number of comments.)

Perhaps use portions in other specialty areas (i.e. autism, deafblind) ((This individual did not check "other," so total of checks doesn't match number of comments.)

Train our staff (residential school) (This individual did not check "other," so total of checks doesn't match number of comments.)

Paras.

Any other area that will enhance educational opportunities for students.

Question 8:
Dissemination Workshop Evaluation

List of states in which participants would use materials:

Arizona (3)
Arkansas
California (5)
Colorado (2)
Connecticut
Delaware
Florida (2)
Georgia
Idaho
Illinois
Iowa (2)
Kansas (2)
Louisiana
Maryland (2)
Massachusetts
Michigan (2)
Minnesota (2)
Mississippi
Missouri
Nebraska (4)
New Hampshire
New Jersey
New Mexico
New York (2)
North Carolina
North Dakota
Ohio
Oregon
Pennsylvania (3)
South Dakota
Tennessee (2)
Texas (5)
Utah (2)
Washington
Wyoming

List of regions in which participants would use materials:

Anywhere
East Coast
Midwest (8)
New England
"New" South
North-central
Northeast (4)
Pacific Northwest
Pacific Northwest
Pacific Northwest
South (2)
South-central (2)
Southeast (4)
Southwest (2)
West (2)
Western Regional US

Note: Some participants listed a region, some listed a state, some listed several states, some a state AND a region … I wouldn't try to draw statistical data from these responses!